University of Cape Town

Faculty of Health Sciences - Division of Occupational Therapy

AHS4119W Undergraduate Research Thesis

Young people's exposure to substances in Ocean View:
A Narrative Literature Review

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UCT KNOWLEDGE CO-OP

The UCT Knowledge Co-op facilitated this collaborative project between Living Hope and UCT Department of Occupational Therapy.

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Abstract

Review Question: How does young people's exposure to substances in Ocean View influence their occupational performance in the area of leisure?

Methodology: Using a narrative literature review, the current study synthesised and developed themes relevant to the 16 published literature sources that met the predetermined inclusion and exclusion criteria relating to the review question.

Findings: The review process enabled six themes to be established namely *Structural Determinant of Action*, *Boredom and Leisure, Personal Identity Development, Social Identity and Community, Role of Parents/Guardians and the Microsystem* and *Types of Substances and Frequency of Use.* These themes subsequently led to three main discussion points. First, *Growing up in Ocean* centred around developmental age and stage and how this process impacts on peers engagement on substances and identity formation. Second, *Exposure to Substances* identifies the focus that previous research has placed on substance use as opposed to exposure without direct use. Additionally, this point describes the potential spaces in which substances are used by young people in Ocean View. Lastly, *Influencing Factors* highlights the multidimensional and complex components both within and external to the individual that may influence their exposure to substances.

Conclusion and Recommendations: Our findings suggest that young people's exposure to substances in Ocean View may be significantly impacting on their ability to engage in healthy leisure occupations that promote health and well-being. Childhood exposure to and use of substances, leisure as an occupation and protective factor as well as the context of Ocean View require significant further research. This research is suggested to take a community-centred approach, prioritizing the needs of the community and ways in which social justice can be achieved within Ocean View.

Keywords: substance use, young people, adolescents, leisure, occupational therapy, Ocean View, low-income community

Acknowledgements

Definition of Terms

Adolescent: defined as "the transitional period between childhood and adulthood that begins with puberty and ends when the individual has acquired adult competencies and responsibilities" (Sigelman & Rider, 2015). This period is considered to be between the ages of 10 and 18.

Young people: Health, education and social services working with adolescents usually refer to them as young people (Harris & White, 2018). In this study the term young people will be used to describe any child below the age of 18 years.

Substance use: A spectrum classification ranging from abstinence (where one does not use substances) to having a Substance Use Disorder (when substance use becomes frequent and compulsive despite negative effects on health and social wellbeing). In this study substance use will refer to the use or consumption of any alcohol, tobacco and/or illicit drug, including but not limited to cannabis, methamphetamine (tik), heroine, unga and cocaine.

Leisure: An occupation that is intrinsically motivated, self-selected and participated in during free time that is both meaningful and purposeful (Wegner, 2011).

Occupation: the relationship between occupational form and occupational performance (Nelson, 1998). The relationship between occupational form and occupational performance is dependent on the meaning attributed to the occupational form and the purpose attributed to occupational performance. To understand the term "occupation" in terms of Nelson's (1988) dynamic relationship, we have to define occupational form, occupational performance as well as meaning and purpose.

The current study will refer to **'occupation'** as the observable and unobservable things people do everyday that has meaning and purpose and is bound by the physical and sociocultural circumstances within the context of action.

Occupational form: a multi-dimensional set of circumstances (physical and socio-cultural) external to the individual which is understood in terms of the environmental context in which the occupational performance occurs (Nelson, 1988).

Occupational performance: the observable or unobservable doing in forms of behaviour and responses within the context of the preexisting occupational form (Nelson, 1988).

Meaning: an individual's interpretation of the socio-cultural and physical characteristics external to the individual (occupational form) that influences one's occupational performance (Nelson, 1988).

Purpose: the link between developmental structure of the person and occupational performance that is individually goal oriented in that the individual may organise the structures needed to achieve the goal through occupational performance (Nelson, 1988).

Health and Wellbeing: The World Health Organization (WHO) defines health as "a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity" (Crinson, 2007). WHO links the definition of health clearly with well-being and determines "health as a human right requiring physical and social resources to achieve and maintain well-being" (Crinson, 2007).

List of Abbreviations

OT - Occupational Therapy

NPO - Non-profit Organisation

NGO - Non-governmental Organisation

HREC - Human Research Ethics Committee

UCT - University of Cape Town

WCDOE - Western Cape Department of Education

SDT - Self-Determination Theory

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Chapter 1: Introduction

1.1 Introduction to chapter

In order to provide a detailed understanding of the current study and methodology used, it is first important to understand the background of the study and critical reasons for conducting this research. This chapter will present readers with the opportunity to become familiar with the research context as well as the review questions that will frame the research going forward.

1.2 Background to study

Ocean View is a relatively small area near Kommetjie that was originally established between 1960 and 1970. The formation of the area occurred during the Apartheid regime, when the Group Areas Act of 1950 came into effect (Living Hope, n.d). This act enabled the government to forcibly remove certain race groups from their existing area of residence, relocating them to designated peri-urban areas such as Mitchell's Plain and various other areas forming The Cape Flats. In addition to racial groups being segregated in terms of geographical location, financial and material resources were also afforded to urban, 'White' areas, with locations created under the Group Areas Act having limited access to appropriate infrastructure, public facilities and various other resources. People previously residing in the nearby areas of Fish Hoek, Simon's Town and Noordhoek, were subsequently relocated to Ocean View. Ocean View is situated approximately 40 kilometers from Cape Town city centre, with the residents being predominantly Coloured, communicating in Afrikaans (Living Hope, n.d). The term 'Coloured' previously known as 'Cape Coloured' originated as a person of mixed European, African or Asian ancestry as defined by the South African government in 1950 to 1991 (Augustyn et al., 2016). The term also originates from the KhoiKhoi or San people in the 18th and 19th century (Augustyn et al., 2016). In the 20th century South Africa, the term 'Coloured' was used as a social category and commonly indicated a status between those who identified as 'White' and those who identified as 'Black' (Augustyn et al., 2016). Racial classification in South Africa has and continues to be a contentious point, forefronting it as an aspect of the current study that needs to be considered and handled with respect and consideration.

According to the 2011 census, the population of Ocean View is approximately 13 569 (7.734.38/ km²) (City of Cape Town, 2011). This population consists of 91.38% Coloured people with 57.20% of them speak Afrikaans and 39.10% being English speaking (City of Cape Town, 2011). In terms of the residential facilities and infrastructure available to Ocean View residents: 70% of the population lives in formal housing, including large blocks of flats, while 9% lives in informal housing (Wazimap, 2016). It is important to note that while the majority of the residents in the area do live in formal housing, a large number of these households are over crowded, child-headed and have limited access to reliable clean running water and electricity (Wazimap, 2016). This area has been commonly associated with a high unemployment rate, with numerous residents turning to gangsterism, substance use and distribution as well as sex work as a means of generating income (Living Hope, n.d). Substances such as methamphetamines, commonly known as tik, have been identified as easily accessible, with street prices for substances being significantly lower in Ocean View compared to more central, urban areas of Cape Town (Living Hope, n.d). This accessibility to substances has resulted in substance use and abuse becoming of increasing concern within the community, a concern to be more thoroughly discussed.

In order to better understand the occurrence and concerns around substance use in Ocean View, it is first crucial to outline the topic of substance use and its existence in South African context. In mid-2018, South Africa's population was estimated to be 57,7 million, in which children and young people make up 37.7% (Statistics South Africa (SA), 2018). In South Africa, there is a major concern for the use of illegal and legal substances among adolescents as there is not only an issue of involvement in the occupation of substance use but also the availability of substances to young people (Ellis, Stein, Thomas & Meintjes, 2012). In Cape Town, it is estimated that the most common substance of use is cannabis, followed by methamphetamines - commonly known as "tik" - and alcohol (Ellis et al, 2012). Substance use is characterised along a spectrum ranging from complete abstinence to being given a Substance Use Disorder diagnosis by a medical health professional. A Substance Use Disorder can be defined by the following essential features: a cluster of cognitive, behavioural and psychological symptoms indicating that the individual

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continues using the substance despite the negative effects it has on their lives and those around them (Diagnostic and Statistical Manual of Mental Disorders, 2013). While this diagnosis is a prevalent one in South African society, there are, as mentioned above, other levels of use that exist on the spectrum that are of concern. Casual as well as social use of substances presents an additional area of interest, particularly when considering the use of substances amongst adolescents and their potential initiation stages of substance use. Substance use, along the entire spectrum, has been a growing concern worldwide with a dramatic increase in use and subsequent negative implications of use, particularly in developing countries (Olawole-Isaac, Ogundipe, Amoo & Adeloye, 2018). According to the World Health Organisation (WHO) forum on alcohol, drugs and addictive behaviours (2017), substance use is associated with an increase in burden of disease with it holding the status of highest mortality rate among all mental and behavioural disorders. The increase in substance use behaviours poses significant challenges to the public health sector as well as contributing to socio-economic concerns (Murchiri & Dos Santos, 2018; Olawole-Isaac et al., 2018), particularly in developing countries such as South Africa where financial and health resources are already scarce. Furthermore, the use of substances has been attributed to sexual and physical violence, neglect of social responsibility, criminal behaviour, and loss of life (Olawole et al., 2018), emphasizing the potential negative impact that this behavior can have on human health and well-being on both an individual as well as community level.

The current study aims to develop a more comprehensive understanding of adolescent exposure to substances in Ocean View in order to contribute to the growing body of knowledge that has the potential to influence change and promote occupational health and well-being. One organisation directly connected with and committed to the upliftment of the community of Ocean View is Living Hope. Living Hope is based in Capri, South Africa, working within a variety of communities in the Southern Cape Peninsula, including Ocean View (Living Hope, n.d). The organisation is aimed towards community development through education, health related, and socioeconomic programmes; along with working towards prevention and treatment for people affected with or by chronic illness such as substance use. Living Hope identified that little was

known about the experiences of children and adolescents around the topic of substance use in Ocean View and thus approached the University of Cape Town (UCT) Knowledge Co-op. UCT Knowledge Co-op is a UCT initiative which aims to contribute to building social responsiveness by working with community groups on various developmental challenges. Communities have the opportunity to approach UCT with social issues and request access to the knowledge, skills, resources and professional expertise within the university. UCT will then bridge the gap by approaching students with an offer to apply their knowledge to real-world issues and address the needs of communities. This is how the researchers came to be involved in the project.

1.3 Rationale for study

The profession of Occupational Therapy uses the term "occupation" to refer to the things that people do everyday that bring meaning and purpose to their lives (Nelson, 1996). A person's ability and opportunity to engage in occupations is seen to be closely related to their experience of health and well-being. When looking at issues such as substance use and its impact on health, it therefore becomes imperative to develop an understanding of the complex nature in which a person experiences occupational performance and the way in which their environment and broader contexts influence this engagement. A major focus of Occupational Therapy is using occupation as a means to promote physical, social, emotional and spiritual health and well-being (Nelson, 1996). However, as Ramugondo (2017) noted, the relationship between the occupations that people engage in and health is not necessarily a positive one and at times this occupational performance may be insufficient in meeting or maintaining their individual health needs. It is therefore clear that Occupational Therapy has an integral role to play with issues regarding substance use and the impact that this can have on occupational performance, individual development and well-being. Leisure is one of the major occupational performance areas that people engage in, along with that of self-care and productivity. Therefore the current study aims to explore the relationship between young people's exposure to substances in Ocean View and their engagement in the occupational performance in the area of leisure. Ocean View was selected as the research context for this study to focus on as the growing issues regarding substance use among young people in the community which was brought to the attention of the

researchers by the non-profit organisation, Living Hope. Research indicates a gap in the understanding of substance use amongst children and adolescents in the community of Ocean View, Cape Town. The current study therefore aims to highlight the literature and scope of understanding that does currently exist regarding these issues as well as to identify where the specific gaps may be. Through conducting this review and creating a narrative regarding this topic, this study may add towards the current body of knowledge in order to bridge the gap.

1.4 Problem Statement

Within the context of the Western Cape, communities such as Ocean View have identified an increase in substance use among children and adolescents, particularly the use of tik, cannabis, tobacco and alcohol (Mudavanhu & Schenck, 2014). This increase in use has led to associated social and health issues, placing a burden on the education, health and justice sectors (Murchiri & Dos Santos, 2018). While a large body of knowledge exists around the prevalence, effects and behaviours associated with substance use among adolescents and adults in developed contexts, there is a paucity of research on children and adolescents exposure to substances in Ocean View, a low-socioeconomic developing context within the Western Cape.

1.5 Purpose towards which study hopes to contribute

Through conducting the current study, the researchers hope that this will be a first step in providing an evidence-based argument for the need to direct significant financial and human resources to further research in order to develop a greater understanding of the exposure to and experiences of substance use among young people in this community. Further research may also have the potential to inform future action in developing relevant and effective intervention strategies that may help to promote a positive performance of occupations such as leisure and sense of health and well-being within the community. The researchers will work towards providing a body of knowledge which will aid organizations such as Living Hope in having a greater understanding of the adolescents' engagement within their specific programs.

The purpose of this study includes the following:

- To identify the gap in the existing body of knowledge regarding young people's exposure to substance use and the influence it has on their occupational performance in the area of leisure.

- To collate, analyse and summarise the existing literature on the community of Ocean View and/or similar communities, to develop a greater understanding of the ways in which young people are exposed to substance use and how this may impact their health and well-being.

- To create a source of knowledge and evidence-based findings that may assist organisations working in Ocean View to enhance their current work in promoting health and well-being of young people and to motivate allocation of resources to such interventions.

- To highlight the extent to which the need exists for future research to be done within Ocean View in order to develop an up to date, accurate understanding of the current context and experiences of young people in this area.

- To conduct a study, that prioritizes the concerns and needs of Ocean View, a context that has had previous negative experiences related to research as a community, in a way that promotes human dignity and social justice.

1.6 Review Question and sub-questions

Review Question

How does young people's exposure to substances in Ocean View influence their occupational performance in the area of leisure?

Sub-questions

1) What does exposure to substances look like?
2) Where does exposure to substances occur?
3) Does the level of exposure (frequency) play a role in the relationship between substances and leisure?
4) What are the factors influencing the exposure to substances?

5) Does age play a role in how substance use relates to leisure?

1.7 Chapter summary

This chapter has provided an introduction to Ocean View, the area of focus for this study, through providing a background into its socio-political history as well as the current issues that are prevalent in the area. There has been a growing concern regarding exposure to and use of substances amongst children and adolescents in Ocean View, with this phenomenon having significant negative effects on the health and well-being of the community both at an individual as well as social health level. Therefore, the purpose of the current narrative literature review is to begin developing a more comprehensive understanding of exposure to substance use and the impact it has on leisure occupations so that organisations such as Living Hope may begin to develop strategies that promote healthy leisure as well as overall social well-being.

Chapter 2: Methodology

2.1 Introduction to chapter

In order to outline the current study and specific research design used, it is first important to outline the process that came before. Initially, the UCT Knowledge Co-op, an enterprise which aims to contribute to building on the social responsiveness by working with community groups on various development challenges, presented the research topic alongside Living Hope, a non-profit organisation (NGO) based in Ocean View. It was subsequently decided that a descriptive qualitative research design would be used to further investigate adolescents' exposure to substance use in Ocean View and the influence that this exposure has on their performance of leisure occupations. The sample population considered for the research study included adolescents between the ages of 16-18 years attending a school in Ocean View, with data collection being completed using 60min individual interviews at a location convenient for participants. After receiving ethical approval from the Human Research and Ethics Committee (HREC) at the University of Cape Town (UCT), Faculty of Health Sciences (Appendix A), various community leaders and key stakeholders in Ocean View were contacted in an attempt to set up a meeting to discuss this research project with them, to address any concerns that they may have had and to hopefully gain their approval to conduct this study in their community. The aim of this meeting was to begin to build rapport with the community and to ensure that the research process was transparent and respectful of the community's values and needs. A time and place was agreed upon by all parties involved, however no community members attended. The researchers were then granted permission from The Western Cape Department of Education (WCDOE) (Appendix B) to conduct the research in the specific high school and attempts were made to contact the principal of the school in order to gain access to the relevant population. Unfortunately access to the high school learners was not granted by the principal, requiring the population from which the sample group was to be selected to be revised. It was subsequently decided that, through a contact from Living Hope, adolescents between the ages of 16 and 18 years old attending the Living Hope After School program or current members of the South End Football Club would be selected as participants and interviewed. Revised ethical approval was

received at this point, however, due to social unrest and instability within the Cape Flats, including Ocean View, recruiting participants presented a significant challenge and researchers were unable to safely enter the area and continue with the aforementioned research process. The researchers also failed to recruit any participants for their study despite assistance provided by Living Hope in the recruitment process. After negotiations with the research supervisor, The Knowledge Co-op, Living Hope as well as the relevant ethics and Occupational Therapy Division members it was decided that the research design and methodology was to be revised to a narrative literature review (Arksey & O' Malley, 2005). It is important to note that the research question and objectives were changed to the review question as well as sub-questions to better meet the needs of the study as well as requirements of the research design and process described below. Further information regarding the difficulties in accessing the community of Ocean View as well as recommendations for future research are detailed in Chapters 4 and 5.

2.2 Research approach

Throughout the current study a humanistic research theoretical framework was upheld. This framework is founded on the premise that humans as occupational beings, have the agency to challenge and "transcend existential givens" (Wong, 2006), including socially defined norms, as well as environmental factors, re-creating their personal futures (Wong, 2006). Additionally, the framework places significant emphasis on the lived-experiences of the individual and holistic consideration of the nature and impact of these experiences (Wong, 2006). Lastly, a humanistic approach recognizes the innate desire that people have to survive as well as find meaning in life in spite of the suffering, failure and vulnerability faced throughout life (Wong, 2006). These foundations provide an appropriate theoretical framework for the current study as it speaks directly to the need for humans to find meaning and purpose in everyday occupations and the focus of occupational therapy interventions on enabling humans to achieve this sense of agency and fulfillment in their lives. With substance use becoming an increasingly destructive force in the lives of South Africans, and the negative impact that the use of substances can have on health, well-being and occupational performance (Wazimap, 2016), a humanistic research approach frames the current study in such a way that adolescent health, well-being as well as

their specific contexts that enable and/or inhibit the achievement of fulfillment is foregrounded. Additionally, the model positions the adolescents considered in the study in a manner that acknowledges and prioritises their potential to grow and affect change on their lives.

2.3 Research design

As described above, following numerous negotiations and revisions, a narrative literature review was selected as an appropriate research design to begin developing an understanding of the review question associated with adolescent exposure to substance use and the influence that that exposure has on leisure occupations in Ocean View. While, according to Arksey & O'Malley (2005), there are various labels given to this form of research design, including scoping review, systematic review and review synthesis, the term selected for this study is a narrative literature review, being the most appropriate for and relevant to the current review's purpose. A narrative literature review was chosen as it is concerned with naming, collecting, evaluating and presenting available research evidence (Arksey & O' Malley, 2005). This approach allows the reviewers to begin producing a narrative and deeper understanding of Ocean View in response to the review question. This type of approach tends to be less likely to focus on seeking to address specific research question but rather address the topic in a broader sense (Arksey & O'Malley, 2005). Arksey & O'Malley (2005) go on to define a narrative literature review, stating that a narrative literature review's aim is to take a research area and rapidly map the key concepts, main sources and types of evidence available that surround the area of interest. Although there are many reasons to do a narrative literature study, the reviewers outcome included disseminating and summarising the findings currently available of this particular area of study in order to begin bridging the gap of the topic of substance use among adolescents in Ocean View.

Arksey and O'Malley (2005) created a methodological framework for conducting a narrative literature review. This six-stage framework allows the researchers to achieve in-depth and broad results that not only allow for the development of a narrative and understanding of the focus topic and review question but also ensures reliability and methodological rigour of the findings. The process is an iterative, non-linear one, requiring reflexive engagement in each stage of the

process, if and where necessary, repeating stages to ensure that the literature is thoroughly and comprehensively engaged with and findings accurately presented. The five stages, according to Arksey & O'Malley (2005) are 1) identifying the research question, 2) identifying relevant studies, 3) study selection, 4) charting of the data, 5) collating and summarizing and reporting the results, and lastly 6) consulting exercise. Each of the stages named above and the manner in which they were integrated into the current research process is detailed in section 2.5 of this chapter, *Research Process.*

2.4 Researchers and assumptions

The researchers are six female, fourth year occupational therapy students at the University of Cape Town aged between 21-25 years old. All of the researchers are fluent in speaking English and three of the group members are also fluent in speaking Afrikaans.

The researchers identified the following assumptions prior to commencing the study:
- There will be very little research available conducted in Ocean View.
- There will be very few research studies focusing specifically on adolescents exposure to substance use and the influence that this exposure has on their performance of leisure occupations.
- Literature will show that adolescents in communities similar to Ocean View in terms of sociopolitical history as well as current socioeconomic status will have limited access to a variety of leisure activities, facilities and equipment.
- There will be little literature available from South African context that documents the experiences of young people and first-hand accounts of how they perceive and understand substance use in their communities.
- There will likely be a focus on the negative aspects of substance use with little attention paid to the possible ways in which people may associate substance use with positive feelings and experiences
- The reasons for substance use will be due to social influences or pressure from peers or family.

2.5 Research process

Data collection method/tools

Following the revision of the research design to a narrative literature review, adaptations to the research question were made. By establishing the purpose of the current study as well as an understanding of the needs of the community, researchers consulted Arksey & O'Malley's (2005) Stage One: *Identifying the research question* and were subsequently able to develop a clear review question as well as numerous sub-questions relevant to the current study. When considering how best to collect literature relevant to the review question and sub-questions, Arksey & O'Malley's (2005) Framework Stage Two: *Identifying Relevant Studies* and Three: *Study Selection* were adhered to. In order to ensure that a comprehensive set of data was collected in order to establish a narrative of adolescent exposure to substance use in Ocean View and the impact that that exposure has on their engagement in leisure occupations, multiple electronic databases were consulted with using various combinations of search strategies (Appendix C). In order to best establish effective and relevant search strategies, a qualified librarian with experience and expertise in conducting comprehensive searches was consulted (Arksey & O'Malley, 2005). These electronic databases included Primo and EbscoHost (Medline, CINAHL, Health Source, ERIC, Africa-Wide, ASP and PsycInfo). Additionally, researchers were able to collect data using a snowballing technique on Google Scholar that allowed for relevant and related pieces of published work to be identified. Upon application and completion of each search strategy, a total of 48 pieces of published research were collected.

Researchers then initiated Arksey & O'Malley's (2005) Framework Stage Three: *Study Selection*, beginning the process of establishing which of these was to be included in the final narrative review. In order to ensure that the literature chosen for the review was specific, appropriate and relevant to the chosen topic as well as to ensure consistency in decision making, particular inclusion and exclusion criteria were developed based on the research question. These criteria are outlined below:

Exclusion criteria based on abstract

- Any studies/research completed outside the Western Cape, South Africa
- Use of the term 'drugs' in reference to medication
- Research studies in which participants were over the age of 18
- Research populations that would be defined as middle to high income areas

Inclusion criteria:

- Studies completed within the Western Cape, South Africa
- Literature regarding adolescents/children/young people under the age of 18 years
- Published research that references substance use and/or exposure
- Research conducted in low-income areas within the Western Cape similar to that of Ocean View.

The inclusion and exclusion criteria was used to determine which of the 48 articles collected in Stage One was to be included based on each of the article's abstract. If the abstract of the article was not clear, a second review of the full article was completed. To manage the large scope of literature all information and review comments were documented in a table (Appendix D). At the end of this stage of review, 18 articles met the criteria and were therefore selected to be included in the final narrative review. However as it is an iterative process and continuous critique and amendment to the articles were included in the production of the narrative of Ocean View. Thus although eighteen articles were said to be included in the final narrative review, two more articles were excluded during the findings process which stage five of Arksey and O'Malley's (2005) methodological process. Of the excluded articles, Wegner (1998) was one as it was determined that the article was an outdated version of the Wegner, Flisher, Muller and Lombard (2006) article that was included. Secondly, Tibbits, Smith, Caldwell and Flisher (2011) was too excluded because although it met the inclusion criteria, the researchers found it to not have significant relevance to the current study.

Data management, analysis and interpretation

Due to the nature of a narrative literature review, all research materials and journals selected to review exist exclusively online. In order to ensure the security of the data as well as the findings presented, all synthesis tables, additional appendices, as well as any and all documents containing the research findings were stored on a secure, online drive - Google Drive. This drive was only accessible to the six researchers, with occasional access being granted to the supervisor. All researchers ensure that they logged out of the drive when not actively engaging with the material as well as keeping personal laptops and tablets password protected. The researchers did not use public or university computers to access any of the research materials and/or data. It is important to note that there were no participants involved in the final study and so confidentiality in that regard was not of concern.

In terms of data analysis and interpretation, researchers consulted Arksey & O'Malley's (2005) Framework Stages Four and Five, *Charting the Data* and *Collating, Summarizing and Reporting Results* respectively. A significant stage in charting the data, involved tabulating and reviewing the primary research to establish patterns, trends and themes across the material (Arksey & O'Malley, 2005). A table (Appendices E and F) was designed to best review and condense the 18 selected pieces of literature, incorporating critical aspects of the literatures' various research designs/methodology, the manner in which the articles spoke about substance use and leisure as well as the implications for future research and occupational therapy intervention. This table was designed to provide a concise and effective manner in which the literature could be summarized and compared (Arksey & O'Malley, 2005). In order to establish whether or not the table included appropriate and sufficient information, all six researchers were required to individually review four selected pieces of literature, an example of one of these review tables is provided in Appendix E. Researchers were subsequently offered the opportunity to compare their experiences of using the table, with relevant adaptations being made to ensure thorough review of the literature. All six individual review tables were then collated into a single table to ensure consistency in interpretations of the main points recorded (Appendix F). Once the table had been critiqued and adjusted, researchers continued to review the selected research articles in pairs

(Appendix G). With two researchers independently reviewing each of the articles, differences in interpretations of the research data were accounted for in the tables, ensuring that a comprehensive understanding of each study was established.

Once each of the selected research studies was reviewed within the table, researchers critiqued the various tables to establish trends or themes that were present across multiple pieces of literature reviewed. This forms part of Arksey & O'Malley's (2005) Framework Stage Five: *Collating, Summarizing and Reporting the Results*. As it is important to present an overview of all material reviewed the researchers came up with an analytic framework or thematic construction to manage the large body of literature and subsequently present a narrative of the existing literature as suggested by Arksey and O'Malley (2005). The researchers began the thematic process with a meeting to discuss what emerged as the most pertinent themes from the findings. These were then plotted into a new table as a starting point to begin consolidating the findings from the articles in the review in order to organise the data into themes. Themes were established from the data and tables were used again. In the theme tables (Appendix H), we sought to produce a consistent approach to report the findings by developing a template for each researcher to follow and include summaries of the articles' characteristics in line with the themes established. From there on we could come together and compare findings and start the results section of the research paper.

Although Arksey and O'Malley's (2005) methodological framework includes six stages, it is mentioned that the sixth stage: *Consultation Exercise* is optional. This stage involves consulting with individuals and community organisers, establishing whether or not the findings resonate with stakeholders perceptions. Unfortunately, given the limited time available in which to complete the current study as well as concerns accessing the community due to the social climate at the time, this stage was not possible.

Rigor and Trustworthiness

According to Card (2012) there are a number of scientific standards that need to be met when conducting a literature review to ensure trustworthiness of the methods and conclusions drawn in the final review. Throughout the research process measures have been taken to ensure that the process is transparent, eliminates bias where possible and that the methods used are described and documented in detail so that the literature review may be replicated by others (Arksey & O'Malley, 2005). Transparency is achieved through the in-depth description of the methods and search strategies used and through ensuring that all stages of the data collection and study selection process have been documented in relevant tables (Appendices C, D, E, F, G & H). These tables outline the decision-making processes involved in determining which literature to include in the final review with rationales as to why certain literature was either included or excluded. As previously mentioned, the tables were piloted with all six researchers reviewing four articles independently (Appendix E). The researchers then discussed the appropriateness of the table in addressing the research question and in assisting to document all important aspects of the literature. Once the final format of the table was agreed upon and necessary adjustments were made, the remaining articles were reviewed by researchers in pairs (Appendix G). All literature has been reviewed individually by at least two reviewers to ensure that differences in interpretations could be acknowledged and discussed so that a comprehensive understanding of the literature was achieved and bias reduced. An important step of the research process was also for the researchers to acknowledge their positionality and assumptions that were held prior to beginning the review process as these may have influenced the possibility of bias in the study's findings, these have been documented above in Section 2.4 of Chapter 2 of the current study. Ensuring trustworthiness of this study is an integral part of the research process as it provides readers with a sense of confidence in the quality of the findings and conclusions that are drawn.

2.6 Ethical considerations

This research study was performed in accordance with the ethical principles of the Declaration of Helsinki, which states that it is the duty of the researchers to promote and safeguard the health and wellbeing of the community involved in the research (World Medical Association, 2013). While there were no human participants involved in the current study, there was still an

obligation for the researchers to consider the manner in which the research was conducted and to ensure that ethical considerations were taken into account. The primary ethical concerns when conducting a narrative literature review relates to the manner in which the data and research findings of the literature being reviewed were managed and portrayed in the final discussion. In order to ensure that the existing literature included in the narrative review was interpreted in a way that was both accurate and true to the findings, researchers were required to engage with the various published pieces in a thorough and comprehensive manner. This extensive engagement with the literature ensured that the findings presented in the various articles were understood by each researcher and able to be portrayed in the present study in a precise and unambiguous manner. Through doing so it ensured that the work of previous researchers was used in the manner in which it was intended and that there was no misrepresentation of findings or conclusions (Literature reviews and systematic reviews, 2019). While it is acknowledged that there was always a potential for various interpretations of a single piece of writing, through using at least two reviewers per article to critique and compare each interpretation, this possibility was largely reduced. The original authors have been clearly referenced so that their work may be consulted should the need arise. Another important consideration is to ensure that the consent provided by the participants in the studies chosen to be reviewed is upheld through respecting the nature of their involvement in those studies as it may not be assumed that their consent to involve their data in the original study also applies to this current review (Literature reviews and systematic reviews, 2019). In producing the narrative through this review, it was vital that the data gathered was portrayed accurately, fairly and in a manner that respects the voices of the authors and participants who contributed to this body of knowledge thus far.

2.7 Chapter summary

This chapter has provided an account of the initial study that was proposed and the sequence of events that lead to the shift in research design from a qualitative study to a narrative literature review. An in-depth description of the methodology used to conduct this study has been provided. This included a description of the humanistic research theoretical framework which was chosen for this study to guide the way in which young people and the contexts that influence

their occupational performance are understood through highlighting their potential to develop and to enact agency in their own lives. The way in which the research design of a narrative literature review has been understood to apply to this specific research question has been outlined along with a detailed account of each of the stages involved in the research process. The researchers' positionality and assumptions prior to conducting this review have been acknowledged. Finally, this chapter described the way in which rigor, trustworthiness and appropriate ethical standards have been upheld throughout the research process.

Chapter 3: Findings

3.1 Introduction to chapter

This chapter details how the findings of this literature review were organised. Six detailed theme tables (see Appendix H) were created which consisted of six themes, each with sub-themes that were further refined as the write up of this chapter developed. The six themes are S*tructural Determinants of Action, Boredom and Leisure, Personal Identity Development, Social Identity and Community, Role of Parents/Guardians and the Microsystem* as well as the *Type and Frequency of Use.* This chapter provides a detailed narrative of these themes that were collated from the sixteen research articles.

3.2 Theme review

Structural Determinants of Action

When engaging with the literature during the data synthesis process, a clear theme emerged around the impact that the available resources, equipment, opportunities, as well as the environment, has on the engagement in leisure and the link to substance use. Twelve of the sixteen articles which were consulted during the research process spoke to this theme and subsequently influenced the sub-themes which were generated. The majority of articles, eleven out of the twelve pertaining to this theme include the community of Mitchell's Plain as the research setting as well as a means of describing a low-income community. The articles then continue to translate the data across similar low-income communities. It should be noted that only one of the articles spoke directly to the community of Ocean View. However, the lack of resources, equipment and opportunities are still relevant and provide significant information. This theme has further been divided into three sub-themes in order to provide greater insight into what the structural determinants of action are, these themes are namely: availability, accessibility and quality.

Availability

The sub-theme of availability speaks largely to the influence of the opportunities and resources adolescents have access to within their community. The influence of socio-political factors and the history relating to areas such as Ocean View is explored as a means of creating an understanding of how such factors are relevant to the context of low-income communities. Furthermore, this sub-theme speaks to financial resources, poverty and unemployment of the community and individuals within the context.

The literature consulted in the current study had a prominent theme relating to the influence of socio-political factors on leisure and recreational facilities and opportunities afforded to adolescents in low-income communities, such as Ocean View and Mitchell's Plain, both frequently cited as research settings in the published literature. Weybright, Caldwell, Ram, Smith and Wegner (2015) state that the lack of developmentally appropriate leisure opportunities in areas such as Mitchell's Plain was directly influenced by the forced removals and pervasive state of inequality which took place during the Apartheid era under The Group Areas Act of 1950. This lack of leisure opportunities stills stands, despite minor changes and improvements in these contexts over the last two decades. Communities such as those created under the act are described as "racially and socioeconomically segregated geographical zones" (Weybright, Caldwell, Ram, Smith & Wegner, 2016, p. 162). In addition to this, Moses (2006) describes the racially divided residential areas under Apartheid, particularly those forming The Cape Flats, as continuing to show large extents of inequalities in physical and social environments. In addition Palen et al. (2010) supports this phenomenon as they explain that there were, and still currently are, significant social and economic disadvantage as a result of the Apartheid era and associated systematic segregation of race groups. The literature continues to speak to the legacy of Apartheid which takes the form of decreased resources within certain communities, often particularly financial and material resources (Palen, Caldwell, Smith, Gleeson & Patrick, 2011).

The role of poverty within low-income communities was a prominent discussion point among 11 of the 16 data sources reviewed. Poverty was made mention of in relation to its impact on the

individuals within low-income communities such as Ocean View, as well as the community context. Moses (2006) speaks to the role of poverty within low socio-economic communities and how the phenomenon of poverty impacts on the availability of resources which directly affects access to leisure opportunities and, in turn, impacts possibilities for engagement in healthy leisure activities and is often found to increase exposure to substances. Moses (2006) goes on to establish that differences in access to resources are commonly based on income and living status of an individual and/ or family. In addition to this, Patrick et al. (2009) and Wegner et al. (2006) state that poverty among individuals and lack of financial resources within a low socio-economic community undermines the role that financial resources may play in supporting leisure occupations. In an attempt to overcome these restrictions to leisure occupations, Palen et al. (2010) explains that some adolescents feel the need to either work, steal or borrow money. This perceived need to engage in occupations that may be deemed as risky and/or unlawful highlights how significant a concern poverty is in communities such as those forming The Cape Flats and the impact that this can have on leisure behaviours.

Weybright, Caldwell, Ram, Smith and Jacobs (2014) proposed that the lack of resources in low-income contexts such as Ocean View was one of the greatest constraints to engagement in healthy leisure occupations. Participants in the study done by Palen et al. (2010) stated that, "not having a ball for soccer, electricity to play video games or a television set" (p. 450) and having "no place where you can play (the) sports" (p. 450) factored as significant barriers to their participation in meaningful leisure occupations. Weybright et al. (2015) states that impoverished community environments that lack resources and equipment for engagement in recreational activities could influence the engagement in substance use by adolescents. The majority of the literature reviewed supported this through showing that the lack of leisure opportunities for young people, especially for girls, within low-income communities played a large role in their leisure performance and their likelihood of engaging in substance use and risk behaviours. Hendricks, Savahl and Florence (2015) explains that leisure and recreational activities are generally non-existent for adolescents who reside in impoverished communities. A study conducted in Ocean View states that there is a lack of leisure opportunities expressed

predominantly by girls (Moses, 2006). Miller et al. (2015) explains that youth in communities that lack leisure resources are more likely to spend most of their time 'hanging out' with friends, this is a leisure activity that could influence their engagement in substances. Wegner (2011) explains that places available for leisure time use is limited or inappropriate and therefore adolescents tend to find alternative spaces to engage in leisure activities, these alternative spaces include old and run-down flats/houses where selling and using substances was a common activity by the adolescents.

It should however be noted that some of the literature found that there are some opportunities available such as soccer clubs which are mainly used by boys, and creative activities such as performing arts which are available within these communities and enable possibilities and brighter futures outside of the adolescents' current context (Moses, 2006). The success of these clubs were largely facilitated around the support that adolescent's received from the adults and peers involved in these spaces (Moses, 2006). In contrast to this, the literature has shown a great need to expand activities and leisure opportunities available to young people within these communities (Sharp et al., 2011). Sharp et al. (2011) states that there is a lack of variability in the leisure occupations due to "limited resources in the geographical area," this can again be linked back to the socio-political factors previously mentioned. Miller et al. (2015) explains that young people spend large quantities of their time hanging out on street corners due to lack of other opportunities, this is due to the perception that they have nothing better to do. Miller et al. (2015) explains that they would often engage in socially deviant activities and risk behaviours as a means of creating alternative forms of entertainment. In addition to this, Tibbits, Caldwell, Smith and Wegner (2009) states that there are few opportunities to engage in adult-organised leisure activities. Engaging in recreational activities in a supervised environment with suitable resources and equipment could allow for young people to experience positive development and growth as it may become a safe and supportive environment for them (Miller et al., 2015).

When engaging with current literature, it was found that five of the sources spoke to the impact of school facilities and opportunities related to leisure performance. Literature has highlighted

the influence of school facilities and resources in affording adolescents with opportunities to engage in healthy leisure activities both during school time and in the form of extra mural activities. However, Weybright et al. (2015) states that physical education is not a compulsory activity in the South African school curriculum, consequently many schools lack sports facilities and equipment and often do not offer a wide variety of extra mural activities. In addition to this Moses (2006) explains that certain school activities and clubs are expensive and there are often transport costs involved which limits engagement. Weybright et al. (2014) states that it is uncommon for individual schools within low-income communities to have access to recreational facilities, resources, and equipment to provide adolescents with healthy leisure opportunities, the majority of schools are not well resourced enough to offer after-school activities such as extra murals and extracurricular programs (Wegner et al., 2006). Tibbits et al. (2009) supports this by explaining that living in impoverished, or low-income, areas results in adolescents having less opportunities to engage in school or community sponsored leisure activities.

Accessibility

Accessibility here refers to a common theme that arose from the literature findings surrounding safety, transport and the difficulties that restrictions on mobility can lead to accessing appropriate leisure resources. A number of the articles included in this review made references to the way in which adolescents living in low-income areas often experience difficulty accessing spaces unless they are within walking distance from their homes (Moses, 2006). Consequently, Moses (2006) found that adolescents engaged in leisure activities which they described as monotonous and under stimulating because these were the only options available to them. Moses (2006) also made reference to the importance of proximity and vicinity in which leisure occupations are made available. This is important to note, particularly when considering intervention that aims to improve opportunities for leisure performance.

Moses (2006) speaks directly to the context of Ocean View and stated that for many children (or adolescents) their friends live close by, either in the same road or block of flats, this allows for them to be in close proximity of the individuals they would often spend time with. Moses (2006)

explains that it is important for children to be able to access recreational spaces on foot, this therefore requires the spaces to be within close proximity to where they live. In addition to this Sharp et al. (2011) states that there is a lack of variability in the leisure occupations due to the limited amount and variability of leisure performance opportunities within their community, this limits an individual's access to leisure opportunities that relate to their interests and can again be linked back to the socio-political factors previously mentioned. Moses (2006) states that adolescents in the community of Ocean View are often restricted in accessing recreational spaces due to the associated aspects of the environment which diminishes the safety of the spaces. These environmental aspects include: gangsterism, substances, abuse, and sexual risk behaviours. Dangerous places where alcohol and substances are used have also been noted as places of fun by the adolescents, these places in Ocean View specifically include shebeens, the disco, certain flats and the play park (Moses, 2006). Wegner (2011) states that recreational spaces are often categorized as unsafe due to the presence of substances. An example of this, as presented by Moses (2006), would be that if residents live in a formal house with an enclosed yard, young people have the ability to play in the secure space, often with parental supervision. In contrast, residing within a flat or informal shelter may subsequently require children and adolescents to play outside of the bounds of their homes, in the streets or nearby play parks (Moses, 2006). This example highlights how, in contexts such as Ocean View, wealth and status are associated with increased community safety (Moses, 2006). In contrast, lack of financial resources and experiences of poverty are associated with decreased levels of security and safety for young people during leisure pursuits. In support of this Weybright et al. (2014) present findings that suggest that the lack of community safety, high levels of poverty, and limited access to resources leads to restrictions in environments in which leisure can occur, with many young people being confined to their residence.

This has been a common theme among the literature which has been reviewed. The safety of the environment has been directly linked to how much access the adolescents have to leisure opportunities outside of their home context. The community has also restricted access to recreational spaces, such as sports and school fields, during certain time periods due to

gangsterism, vandalism and illegal activities occurring in these spaces (Weybright et al., 2015). Weybright et al. (2014) looks at community safety and explains that schools commonly have barbed wire and fences around the school grounds to keep gangsters out. Weybright et al. (2014) explains that gang activity, violence and substances in the Western Cape makes engagement in healthy leisure activities challenging. This is a key factor which restricts leisure pursuits to the home context. This is supported by Moses (2006) who states that high levels of violence such as fighting, muggings, rape, and stabbings result in these spaces being unsafe. This high level of safety influences whether adolescents are physically able to access the available recreational spaces (Moses, 2006). In addition to this Palen et al. (2010) speaks to the safety within the areas once the adolescents have access to engaging in leisure activities; the potential for harm during leisure performance due to external forces such as gangsterism. In agreement to this, Wegner et al. (2006) speaks to the restriction to leisure performance by parents/guardians due to concern for the adolescents' well-being, especially the well-being of girls and younger adults within the recreational spaces. Wegner et al. (2006) speaks to how the safety of an area determines whether young people will access recreational spaces, specifically girls within the community.

Adolescents often found themselves engaging in leisure occupations in unsafe spaces which often resulted in involvement in substance use to fill their free time due to leisure occupations being confined to under stimulating environments (Weybright et al., 2016). Palen et al. (2010) speaks to the location of where some adolescents can access leisure opportunities that interests them, it is then the access to adequate transportation that limits this leisure performance. In support of this Wegner et al. (2006) states that the lack of available transportation is a common factor in low-income communities, and Palen et al. (2010) speaks to the high cost of transportation with is seen as a leisure constraint among adolescents in the community. Weybright (2016) states that adolescents report having a reduced amount of leisure and recreational opportunities within their community. Moses (2006) further explains that girls are often required to travel in order to access recreational activities whereas boys do not have the same challenges accessing opportunities which interest them within their community. It should however be noted that access to adequate recreational spaces is still a factor within low-income

communities, Moses (2006) explains that quiet streets and communal yards in blocks of flats are common spaces within the vicinity used by children for playing cricket, soccer and various other self-made games.

Quality

In addition to the limited available leisure opportunities and resources as well as the inaccessibility of these by young people in low socio-economic contexts such as Ocean View, quality and appropriateness of available resources also presented as a dominant topic within the reviewed literature. Moses (2006) addresses this topic with specific reference to leisure-related facilities and resources in Ocean View, highlighting the fact that spaces such as the soccer field, multi-purpose centre and play parks in the area are run-down and no longer functioning as intended. The poor condition of the available facilities has been attributed to a lack of commitment to maintain the area by the local municipality, as well as to the increasing levels of vandalism and destruction of resources by delinquent youth (Weybright et al., 2015). In addition to the lack of safety in leisure-related areas such as the play parks in Ocean View, adolescents have subsequently been unable and unwilling to use facilities and resources due to their lack of appeal, inadequacy for their age and stage as well as the reduced safety associated with unsound and deteriorating leisure and recreation facilities (Wegner et al., 2006 & Miller et al., 2015). In support of the notion that some of the available resources are inadequate for childhood and adolescent leisure performance, Moses (2006) argues that NGOs working in Ocean View often provide recreational activities and facilities without directly consulting with young people in the area. This lack of communication creates a disjunction between the resources provided and the resources needed in the community (Moses, 2006). This disjunction and lack of appropriate fit to the target age group of children means that many young people are left feeling uncatered for in terms of the variability and quality of leisure pursuits appropriate to their specific age, stage and desires. Weybright et al. (2014) supports these findings, stating that community centres often provide recreational activities but lack the variety for young people of different ages, with children and adolescents being subsequently required to either engage in leisure activities

inappropriate for their age and stage or turn to other occupations that may threaten their health and well-being, such as substance use.

Boredom and Leisure

Whilst engaging with the literature reviewed in this study, the theme of boredom and the way in which it relates to leisure was found to be prominent, particularly when considered in relation to adolescents due to the sensation seeking behaviour that is characteristic of their developmental stage. Within the 16 data sources, leisure boredom occurs in nine of the articles synthesized. The findings from these studies describe how boredom in the occupational performance area of leisure may be viewed as a predictor of substance use. The reasons as to why leisure-boredom occurs, the contextual factors that influence leisure-boredom experienced by adolescents and the issues that arise when the concept of leisure is defined differently by researchers or participants is described in reference to the literature findings. Reference is made to substance use being used by adolescents as a way to relieve their leisure-boredom experience.

Leisure boredom as a predictor of Substance Use

Weybright et al. (2015) states that the higher the level of leisure boredom, the more likely adolescents are to turn to substance use. This is significant to understand as the study was conducted in a low socio-economic community where opportunities to engage in recreational/ leisure activities is limited and subsequently increases the risk of adolescents experiencing leisure boredom (Weybright et al., 2015). Thus, adolescents turn to substance use as a way to alleviate boredom (Weybright et al., 2015). In addition, Wegner (2011) researched adolescents' perceptions of leisure boredom and its association with risk behaviour during free time. The first theme which arose from the literature, reports that although there are recreational facilities available in communities, it has frequently not utilised for leisure activities because activities such as soup kitchens take precedence (Wegner, 2011). Other spaces such as parks and sports fields were reported to be run-down and unappealing thus decreasing adolescent's desires to make use of them thereby resulting in no leisure activities occurring within those spaces (Wegner, 2011). One of the participants from this study mentioned: "a place like that makes

teenagers bored" (p. 21) and further said "you get teenagers that would go to places like that doing their thing…..it's all bad things" (Wegner, 2011, p. 21). Spaces where risky activities occur, such as substance use, were more frequently utilised by adolescents and predisposed them to risky behaviors (Wegner, 2011). In addition to this, Wegner's (2011) findings reports on leisure boredom and the ways in which this is associated with engagement in risk behaviour. Participants were shown to perceive boredom as a predecessor to many forms of risk activities and behaviours (Wegner, 2011). A participant from this study was quoted to say: "we just tried (dagga) out because we were bored and then it started becoming an every weekend thing" (Wegner, 2011, p. 22). Participants also associated boredom with a lack of stimulation and feelings of restlessness that would cause them to engage in risky behaviour as a means of satisfying their needs for this stimulation (Wegner, 2011).

Weybright et al. (2015) was interested in this association between state and trait leisure boredom and substance use, while also looking at how restructuring skills can moderate levels of boredom and subsequently reduce substance use. State leisure boredom is defined by Weybright et al. (2015) as boredom that occurs due to low arousal of an individual as well as not being satisfied by the stimulation that the environment has to offer. Thus, state boredom is a response to the under-stimulating environment. Trait boredom, also described as chronic boredom as it is based on individual factors (Weybright et al., 2015). It refers to whether one is more likely to experience boredom due to individual characteristics. Thus, literature suggests trait boredom is often experienced by those with mood disorders, lower levels of autonomy and decreased satisfaction in life (Weybright et al., 2015). According to Weybright et al. (2015), flow theory suggests that when experiencing state (situational) leisure boredom, it is then assumed that an individual would try to restructure the situation in order to alleviate the boredom experienced. It was reported that trait leisure boredom increased the tendency to use substances, however, trait leisure boredom had the tendency to be more affected by state boredom (Weybright et al., 2015). The higher the level of state boredom experienced by the adolescents, the higher the likelihood of them engaging in substance use (Weybright et al., 2015). It was also found that neither trait nor state elements of restructuring moderated the leisure boredom-substance use associations as

adolescents with lower levels of trait restructuring skills showed greater associations between substance use and state restructuring. In contrast, Wegner's (2011) findings mentioned that although it was challenging for the participants to articulate the meaning of boredom they could make sense of it as something they experience daily, as a part of their lives. Some participants described it as a problem that resulted in adolescents wasting their time and achieving nothing (Wegner, 2011). As a result, feelings of restlessness and irritation were reported, it was however also reported that boredom can encourage action. Hendricks et al. (2015), with a focus on peer pressure and leisure boredom in relation to substance use, had similar results to that of Weybright et al. (2015) as it was found that leisure boredom combined with peer pressure had a significant effect on substance use among adolescents in low-income communities. However, leisure boredom in isolation was a less significant predictor than peer pressure for substance use (Hendricks et al., 2015). Hendricks et al. (2015) noted that these findings may have been skewed by the fact that the idea of leisure as an occupation is an unfamiliar concept to young people living in impoverished communities or that it may not hold personal relevance to them. In addition, Sharp et al. (2011) conducted a longitudinal study whereby the association between substance use and different leisure experiences, including leisure boredom, new leisure interest, and healthy leisure were examined. Sharp et al. (2011) found that adolescents who reported higher levels of leisure boredom in the beginning of grade eight were more likely to report using substances, while adolescents who reported greater participation in healthy leisure activities were less likely to use substances such as alcohol or marijuana.

Sharp et al. (2011) reported that leisure was mainly linked to adolescents' subjective experiences of which activities facilitate their free time. Whereas, Wegner (2011) reported that although the participants valued their free time, it was often meaningless and unconstructive therefore leading them to experience boredom. Furthermore, a participant in Wegner (2011) mentioned that free time was unpleasant and led to planning how money can be made by dealing and using substances. In addition to this, participants in the study made reference to monotony in occupational performance and stated that it is the repetition that led to boredom. Another participant stated that "Boredom is the same thing over and over and over…" (p. 21)

representing that not fully engaging in activities because they lack meaning and purpose results in boredom as there is a sense of disconnection from the activity (Wegner, 2011).

Personal Identity Development

Through engaging with and synthesising the existing literature reviewed in the current study, a common theme of personal identity formation in relation to age and stage was identified with nine of the 16 articles making reference to this phenomenon. This theme speaks to how the period of adolescence and the process which young people go through in developing their personal identities relates to their exposure to substances and the impact it has on leisure occupations. The pervasiveness of the theme demonstrates that during adolescence, personal identity is influenced by development (age and stage) and, surprisingly, motivational aspects as well. The review of this theme as presented in the various sources of published resources included in the study contributes directly to the development of a narrative regarding adolescent's exposure to substances and the impact of that exposure on their leisure occupations.

Age and Stage

In order to develop a sound understanding of the population that is the focus of this study - young people below the age of 18 years - it is necessary to understand the stage of development that they are in, the expectations that are held for those within this stage and the way in which this understanding may influence their behaviours and choices. All evidence from the articles included in this review is based on studies conducted with samples of participants of varying ages, between 8-18 years old. Many of the articles reviewed in this study make reference to various factors relating to age and developmental stage which begins to shape the knowledge base regarding the ways in which these factors influence their engagement in substance use as well as leisure occupations.

Weybright et al. (2015) makes reference to the development-as-action-in-context perspective that aims to understand development as it occurs across various cultural contexts, positioning adolescents as the primary forces that have the power to control their own development.

According to this mode of thinking, adolescents have the potential to change or restructure situations or activities in such a way that meets their needs and desires (Weybright et al., 2015). Weybright, Caldwell, Xie, Wegner and Smith (2017) go on to propose that being able to restructure experiences of boredom into more valuable, meaningful and interesting experiences is an essential developmental skill required to overcome constraints to leisure participation. In Weybright et al.'s (2017) study on predicting school dropout amongst South African adolescents, similar findings showed that adolescents who experience boredom may attempt to restructure the situation, through involving peers or increasing the demand of the activity to be more challenging, in order to alleviate boredom. Weybright et al. (2015) found that those with greater skills in being able to restructure an activity and to adapt to a situation so that it meets their needs for effective leisure engagement were less likely to engage in substance use than those who lacked these skills. Findings from Wegner et al. (2006) raise the concern that many adolescents lack these skills to make use of resources available to them in a productive way that may enable them to make use of opportunities in order to improve their experiences of leisure. This claim is supported by Miller et al. (2015) who finds that there is a need for adolescents to develop "leisure skills" as they begin to obtain a greater sense of autonomy and responsibility which is further established with age. These skills will enable individuals to make use of the limited opportunities available to them and to structure their time effectively to allow for leisure engagement that is healthy and inherently meaningful to them (Miller et al., 2015).

Upon engaging with the literature included in the current review, an interesting finding emerged as only two articles, Weybright et al. (2016) and Weybright et al. (2017), made mention of the cognitive factors that may be related to substance use amongst young people. The directionality of this relationship lacks evidence based research to substantiate any claims in this regard, however Weybright et al. (2016) did find that increased executive cognitive functioning (referring to the ability to regulate, control and manage thoughts and behaviour) often results in decreased substance use.

Much of the existing literature reviewed in the current study highlights adolescents' sensation seeking behaviour as an important consideration of their developmental stage that may have a major impact on their tendency to engage in substance use (Weybright et al., 2015). This may serve as a means to alleviate boredom and to regulate their increased need for stimulation in the form of excitement and challenging activities that test their skills or require them to explore new leisure pursuits (Weybright et al., 2015; Weybright et al., 2016 & Wegner, 2011). Wegner (2011) presents findings that highlight the way in which monotonous activities that do not provide adequate stimulation or enough of a challenge for individuals will likely lead to their experience of boredom. This is, according to Wegner (2011) due to the fact that an intrinsic need for adolescents is experiences of stimulating and novel engagement in meaningful occupations that allow for identity to be challenged and formed. Findings from Palen et al. (2010) further highlight this, stating that experiencing a sense of disinterest in activities was shown to be one of the most frequently mentioned intrapersonal barriers amongst adolescents to achieving positive leisure performance. Weybright et al. (2015) introduces an interesting notion, expressing the idea that while adolescents require stimulation to prevent boredom, findings also show that boredom, when experienced by adolescents, can be a motivating factor, promoting active exploration of opportunities for occupational performance and identity development. This poses the question of whether the experience of boredom may in fact play a necessary role in development through functioning as a motivational factor that pushes adolescents to actively explore their interests and engage with their own identity development. As suggested by Weybright et al. (2015), further research into this relationship is needed in order to draw conclusions. Additionally, these findings may also be interpreted from different perspectives, as in Wegner (2011). Wegner (2011) found that this sense of motivation that may result from experiencing boredom may not lead to positive, healthy occupational performance but it rather may lead young people to resort to participating in substance use and other risk behaviors as a means of alleviating this boredom and of meeting their developmental needs to explore and find stimulation in novel experiences.

Weybright et al. (2016) makes additional links to substance use behaviour, presenting results that indicate that some adolescent's sensation seeking and impulsive behaviour, that is closely

associated with this developmental stage, was correlated with an increased likelihood of engaging in substances. In contrast, this same study found that when considering self-efficacy - defined as one's ability to plan substance use such as accessing alcohol/drugs, sourcing a location to use them, and finding others to do so with etc. - it is adolescents with higher levels of self-efficacy, rather than impulsivity, that were associated with increased substance use (Weybright et al., 2016). This finding opposes the previously established dominant understanding of impulsivity as a predictor of substance use and engagement in risk behaviors amongst young people held by published literature (Weybright et al., 2016). Miller et al. (2015) also makes mention of reward seeking behavior as an additional reason for adolescent's engagement in risky behaviour that may have a greater influence than simply reduced impulse control. Reward seeking is considered an important aspect of adolescent's stage of development.

A dominant discourse that arises when considering the stage of development of adolescence is related to issues of self-esteem, self-efficacy and identity formation. A number of articles reviewed in the current study highlight these factors as important aspects of an individual that come into play when considering substance use and the nature of childhood leisure engagement. Weybright et al. (2016) notes that healthy leisure frequently leads to increased self-esteem, with individuals experiencing a sense of pride in themselves and their ambitions when participating in leisure activities that allow them to learn, apply and master skills. Moses (2006) is the only article reviewed in the current study that speaks directly to findings gathered from the perspectives of the adolescents living in Ocean View. According to the young people who took part in the qualitative research study conducted by Moses (2006), the negative portrayal of Ocean View, frequently comprising of reports related to gang violence, crime and substance use, creates a sense of anxiety and concern around how these negative images established by the media and other sources of information regarding Ocean View reflect on them as individuals (Moses, 2006). Participants in this study stated that, "My friends and I spoke about what it looks like and the messy stuff [graffiti, litter and dirt] that was there. I felt bad because I live here in Ocean View." (Moses, 2006, p. 118). This quote highlights the way in which an adolescent may feel that their context impacts their personal identity formation and how, in Ocean View in

particular, this has been found to lead to feelings of shame and reduced self-esteem. A second participant forefronted by Moses (2006) expresses their experiences and fears around being labelled as a resident of Ocean View, "I don't want people thinking I am a tik monster just because I go to this school" (p. 126). This shows that children fear that the social problems in their context, such as substance use and high levels of violent crime, may result in negative identities being imposed on them and that these are then felt as burdens that may limit young people's identity development and future ambition in various ways.

Moses (2006) goes on to discuss how, in order for young people to feel positive about themselves and to have an optimistic outlook on their future prospects, it is important that their community (i.e. Ocean View) is seen in a way that they can be proud of (Moses, 2006). Moses (2006) also presents an interesting finding that stands out as otherwise to the findings presented in related, published sources. This finding stems from a lived-experience expressed by only one participant who stated the following,

> *Being at Ocean View it's very hard because there is that stigma that says that Ocean View children are going nowhere and that actually motivates me more because if no one believes in you, you become stronger by showing them that you can do it. I can prove you wrong. That motivates me a lot. (p. 126)*

This quote highlights that while many young people tend to succumb to the pressure of negative identities that are imposed on them by assumptions from their communities or social environments, as discussed below in *Social Identity and Community*, there is potential for young people who have developed a positive sense of self and who perhaps have the necessary support structures available to oppose these labels and determine their own identity (Moses, 2006). Moses (2006) goes on to present findings that suggest that children who have strong support structures from adults and peers may experience greater levels of self-esteem, self-efficacy and they may therefore feel more equipped and motivated to achieve their goals. Alternatively, according to Palen et al. (2010), being shy, introverted and lacking self-confidence were identified as intrapersonal limitations that prevent optimal engagement with peers and other

community members in occupations including leisure activities. Low self-esteem in relation to body image was highlighted as a point of concern for many adolescents that prevented them from engaging in leisure activities such as swimming as they were reluctant to wear a swimming costume (Palen et al., 2010).

In addition to the role that adequate levels of community support in the development of adolescent identity, Weybright et al. (2016) suggests that self-esteem is also seen to be enhanced through feelings of independence, agency and autonomy that arise when an individual is able to choose the leisure activities that they engage in (Weybright et al., 2016). The importance of choice is confirmed through Wegner's (2011) work, which finds that some adolescents may feel obligated to spend their free time doing certain activities, such as household chores or looking after younger siblings, which may limit their own choice in finding meaningful leisure activities which can result in high levels of boredom. Weybright et al. (2017) calls for a focus on providing leisure opportunities for young people that allows them the freedom of choice and space to practice self-determination to guide what they do. Experiencing this sense of autonomy and agency is an important aspect of an adolescent's stage of development, as it allows for healthy identity formation. This finding also begins to establish the potential threat that issues such as parental over-control, as described in Weybright et al. (2014), can have on a child's ability to experience a sense of agency and self-directed time use, potentially leading to amotivation or to a negative sense of self-efficacy. This will be further described below in the theme *Role of Parents/ Guardians and the Microsystem.* Similarly, Moses (2006) notes the way in which adults make assumptions and decisions on behalf of children and adolescents without consulting them first and prioritizing their opinions and needs within the context. Through doing so, the young people in the community are not given the opportunity to make choices regarding their own leisure performance which may result in the inefficient allocation of resources if they do not align with the adolescent's interests and therefore do not serve the intended purpose (Moses, 2006).

Finally, in relation to this theme of age and developmental stage it was found that three articles made specific reference to types of intervention that may be related to the issues mentioned

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above. Palen et al. (2010) noted that education about intrapersonal constraints to healthy and meaningful leisure involvement may be an effective method to use in order to improve individuals ability to play an active role in overcoming barriers so that they may experience improved leisure engagement. Wegner (2011) similarly recommends that intervention focused on building the skills and capabilities of young people to seek out opportunities for healthy leisure engagement and to engage in activities to meet their unique needs. Finally, Weybright et al. (2017) refers specifically to Life Orientation programmes within the school curriculum that may focus on personal growth, the ability to make positive choices, to understand the importance of self-motivation and what this means and to explore different occupations that provide learners with options to meet their diverse needs and preferences which may ultimately lead to a greater involvement in leisure occupations that are healthy and meaningful.

Motivation

Caldwell, Patrick, Smith, Palen and Wegner (2010), Palen et al. (2011) and Weybright et al. (2017) uses the self-determination theory (SDT) as the basis for understanding leisure motivation. A total of four out of sixteen articles reviewed in the current study made reference to adolescents' motivation. Three of these spoke to leisure motivation among adolescents and one spoke to motivation particularly linked to school drop-out. Palen et al. (2011) uses SDT to frame the research findings which had a focus on free-time involvement and motivation among adolescents. According to Palen et al. (2011) SDT is defined as a theory that states that individuals have three basic psychological needs, namely autonomy, competence and relatedness. If these needs are met then it indicates that individuals are intrinsically motivated, showing the "tendency to seek out novelty and challenges, to extend and exercise one's capacities, to explore and to learn" (Palen et al., 2011, p. 2). Caldwell et al. (2010) with a research focus on influencing adolescents' leisure motivation, further explains that SDT occurs on a continuum which demonstrates a variation in the degree that one receives internal or external rewards. There are three types of motivation on this continuum, namely intrinsic motivation, extrinsic motivation and amotivation. Moreover, Caldwell et al. (2010) with a research focus on influencing adolescents' leisure motivation as well as Weybright et al. (2017)

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with a research focus on school drop-out among adolescents substantiates this claim by using the framework in the researchers' studies too. However, Miller et al. (2015) with a research focus on the relationship of boredom in leisure does not clearly mention that SDT has been used in the study but reference to the types of motivations have been mentioned which will be discussed below.

Three articles speak to similar aspects of intrinsic motivation whereas one article had a different viewpoint of intrinsic motivation. Caldwell et al. (2010) recognises that leisure is argued to be an area of performance where one may experience and act on intrinsic motivation as it involves an opportunity for freedom of choice, agency, to engage in meaningful activities that develop interests and allow for personal growth, identity and skills development. In addition to this Miller et al. (2015) refers to the need to develop "leisure skills" (p. 2) as one begins to obtain a greater sense of autonomy that comes with age and takes greater responsibility in managing their own time. Moreover, Palen et al. (2011) further explains that adolescents also take part in certain activities for competency reasons such as to learn new skills, interpersonal and self-management skills, to build or enhance self-confidence and self-esteem. Similarly, Palen et al. (2011) also mentioned autonomy as adolescents engaged in certain leisure activities so that they could express their identity, personal qualities or opinions. On the other hand, Weybright et al. (2017) had a focus on school drop-out, where the role of intrinsic motivation in influencing the adolescents' behaviours was unclear as most decisions are made by parents and societal rules. This study also notes that the Life Orientation curriculum has the potential to help adolescents gain skills to reduce substance use and engage in healthy leisure behaviours (Weybright et al., 2017). This links back to personal growth, the ability to make positive, healthy choices and to focus on self-motivation which the above researchers mentioned.

Extrinsic motivation has four types of motivation namely, 'external motivation', 'identified motivation', 'introjected motivation' and 'integrated regulation' (Palen et al., 2011). Palen et al. (2011) mentions that 'identified motivation' (a type of extrinsic motivation) was linked to health/ fitness as many adolescents were concerned about weight and appearance. For example, "getting

thin was used as a motivation for methamphetamine use" (p. 12). Adolescents also engaged in activities that allowed them to escape from negative emotions, to cope with negative situations. For example, a participant mentioned: "From stress...Your parents and you have a fight and then you just start running…and you get out of the house" (p. 13). Some leisure occupations were engaged in for goal oriented purpose to further career roles. Palen et al. (2011) mentions that introjected motivation links to the adolescents achievement of social status, peer pressure, gaining power over others which relates to the theme - Social Identity and Community. According to Miller et al. (2015), the primary reason for adolescent's tendency to engage in risky behaviour could be motivated by reward seeking, more so than impulse control. In addition, Palen et al. (2011) substantiates this claim by mentioning that extrinsic motivation among the adolescents were mainly due to rewards such as "receiving trophies, medals, sponsorships" (p. 14) as well as unanticipated extrinsic motivation such as sport related injuries to avoid attending school as well as receiving free food when volunteering. However, Caldwell et al. (2010) mentions that extrinsic motivation or amotivation is more likely to result in negative outcomes in terms of behaviour and the kinds of activities engaged in. This is supported by Palen et al. (2011) where amotivation was described as "just doing" (p. 15) or "nothing better to do" (p. 15) by a participant which led to risky behaviours such as substance use.

Gender Differences and Experiences

Through engaging with the existing literature reviewed in the current study, three out of sixteen articles spoke to gender norms and dynamics associated with stereotyped activities seen as appropriate for male and female adolescents. Moses (2006) made reference to the choice of recreational activities that are dependent on the societal norms around age and gender. Many children, especially girls, see Ocean View as "just a soccer place" (Moses, 2006, p. 122) as the area does not offer a wide range of sport that is inclusive for all genders or individual interests. In the research consulted, female adolescent participants often expressed that they felt excluded from the benefits of participating in sports and other recreational activities in Ocean View (Moses, 2006). The boys in the community of Ocean View would tell the girls what they could or could not participate in, especially when it came to 'boys' sports' such as soccer (Moses, 2006).

In addition to this, Palen et al. (2010) saw gender as a socio cultural constraint for adolescent engagement in leisure activities. This is due to the fact that adolescents believed that necessary skills or preferences for a particular activity were specific to one gender and therefore excluded them from participating and being accepted into the activity, this was seen as female participants felt more restrained in partaking in stereotypically male activities (Palen et al., 2010). An example of this can be seen where a participant mentioned, "boys like soccer and girls like to sing" (Palen et al., 2010, p. 447). Similarly, Palen et al. (2011) found that participants designated certain activities specifically to one gender, based on certain strengths, abilities as well as cultural conceptions.

In addition to these findings as described in the various reviewed sources of literature, three of sixteen articles spoke to gender differences in substance use and one spoke to the gender differences in school drop-out. Wegner et al. (2006) discovered that the prevalence of substance use in the previous month were higher in males for alcohol (31.8%), tobacco (33.2%) and cannabis (8.1%) compared to females for alcohol (26.2%), tobacco (25.5%) and cannabis (4%). Moreover, Patrick et al. (2009) substantiates this further by speaking mainly to the onset of substance use among adolescents, suggesting that male participants were more likely to start using substances for the first time than females. For example, at Time 1 in the study - beginning of grade 8 - more females reported trying no substances (49.6%) compared to males (41.4%) (Patrick et al., 2009). However, as time progressed between Time 1 and Time 2 (grade 9), 21% of females and 13% of males initiated substance use for the first time (Patrick et al., 2009). This indicates that in the transition between grade 8 and 9, females were more prone to initiate substance use for the first time, compared to male participants who may initiate substance use earlier on average. However, according to Patrick et al. (2009), there is a lack of longitudinal studies that have been done to develop a deeper, more comprehensive understanding of this phenomenon and thus these results need to be considered with the limitation in research in mind.

Social Identity and Community

Throughout the engagement in and synthesis of the literature constituting the data sample of the current study, a recurring theme related to adolescent exposure to substance use and the impact of that exposure on their leisure occupations was that of the development of a social identity and sense of community. The pervasiveness of the theme throughout the numerous literature sources suggests that during adolescence, individuals are heavily influenced by the community in which they exist as well as by the peer groups with which they spend large amounts of time. Each of the data sources highlighting this particular theme spoke directly to adolescents living within low-socioeconomic communities within the Western Cape, similar to that of Ocean View. Through this comprehensive analysis of how each source spoke about the theme of social identity, a narrative of how adolescents in Ocean View may be exposed to and experience substance use and the impact on their engagement in leisure has been developed. While the majority of the data sources spoke to the theme of social identity in some regard, a number of the sources referred to the theme in a particularly vague or unrelated manner and were thus excluded from this analysis. A total of seven out of the data set of 16 will be discussed within the various sub-headings below.

A sense of community

Across the existing literature consulted in this review, numerous authors spoke to the notion of adolescents, specifically within low-socioeconomic contexts, having an innate need to experience a sense of community through the development of their social identity. Of the seven data sources reviewed under this broad theme, four spoke directly to this desire for belonging and acceptance within the community. Moses (2006), who speaks directly to the context of Ocean View, plays a dominant role in establishing the narrative of adolescents desiring a "sense of belonging and sense of shared vested interest in the area where they live," (p. 115) forefronting this need for a sense of community as a central component of both adolescent exposure to substances as well as leisure engagement. Moses (2016) goes on to describe how, through the development of a social identity and sense of unity within the community, young people in Ocean View are able to form positive attitudes towards their area of residence as well as begin investing themselves in "a collective efficacy" (Moses, 2006, p. 105). This collective

efficacy refers to the sense that each community member is rooted and invested in the organisation and stability of the community as a whole (Moses, 2006). Moses (2006) goes on to suggest that it is this experience of collective efficacy and the progressive development of a positive regard towards the community of Ocean View that supports "children's need to feel proud of where they live in order to be positive about themselves and their futures" (p. 125). These findings presented by Moses (2006) are of particular relevance to the current study due not only to the fact that the sample population was from Ocean View but also due to the qualitative design of the study. Moses (2006) spent an extensive period of time, 15 months, developing rapport and establishing in-depth narratives of the participants' experiences of living in Ocean View (Moses, 2006). This immersion into the research setting and familiar relationship with the children being researched enabled comprehensive and rich information regarding the participants' experiences to be established. This rich narrative presented by Moses (2006) is central to the current study as it not only assists in the current aim of developing a narrative of adolescent exposure to substance use and impact of leisure occupations in Ocean View but also contributes findings directly related to the current studies' target population. Similarly to Moses (2006) findings, Hendricks et al. (2015) speaks to the notion that adolescents have an inherent desire to identify with and belong to a certain community, with this desire being directly related to an individual's development of their social identity. The concept of adolescence being a critical period in which individuals develop their social identity is again reiterated by Caldwell et al. (2010), who states that adolescence is a stage of development in which individuals are in the process of negotiating and developing their sense of self in relation to those around them. Additionally, in support of Hendrick et al. (2015), who describe this desire as being inherent and a given aspect of development during adolescence, Caldwell et al. (2010) states that humans are intrinsically motivated to engage with others, with this engagement with others and the "participation in public life" (Moses, 2006, p. 104) nurturing and promoting the development of social identity. In addition to these findings presented in the published literature data sources, Palen et al. (2011) goes on to identify the need to experience a sense of connectedness and relatedness to others within the community as a primary intrinsic motivator for engaging in leisure behaviors.

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Each of these findings from the four data sources cited above suggests that the formation of social identity is a central aspect when considering adolescents' exposure to substance use and the impact of this exposure on their leisure occupations, particularly within low-socioeconomic communities such as Ocean View and Mitchell's Plain, the research context for Palen et al. (2011) as well as Caldwell et al. (2010). It is important to note that while the different research settings of the data sources share similarities in terms of socio political history, socio-economic status as well as demographics, links between findings and the extent to which inferences can be made to Ocean View need to be carefully considered and are inherently limited. These limitations are discussed in further detail within Chapter 5.

Too close for comfort

While, as highlighted above, a number of data sources included within this review speak to the adolescents' desire to experience a sense of belonging within their community, some sources also speak to the negative aspects and impact that these "dense social ties" (Moses, 2006, p. 114) can have on an adolescent's experiences of their community as well as their behavior, particularly in leisure occupations. Moses (2006) as well as Palen et al. (2010) go on to describe this phenomenon, presenting findings that suggest that in small and close knit communities, such as Ocean View and Mitchell's Plain, young people experience low levels of anonymity, with community members being particularly familiar with one another. This reduced anonymity manifests such that young people frequently experience "negative social dynamics" (Moses, 2006, p. 114), namely gossip, judgement and stereotyping (Moses, 2006; Palen et al., 2010). Moreover, Moses (2006) describes the tendency for community members to be particularly critical of adolescents, with this perception undermining the self-belief and ambition of adolescents living in Ocean View. These experiences of judgement, in turn, leads to adolescents feeling unsupported by the community (Moses, 2006), indicating the negative impact that social dynamics, such as gossip, can have on an adolescent's sense of self as well as their performance of occupations such as leisure. These negative impacts are embodied by the young people of Ocean View, with Moses (2006) detailing participants' feelings of frustration and rebelliousness

in reaction to being unfairly "judged, labelled and disrespected" (p. 116) by community members.   Palen et al. (2010) presents findings supporting and expanding on this notion of negative impacts of reduced anonymity within a small community, suggesting that community members, comprising both adults and peers, are "a source of judgement and criticism" (p. 449). This finding is reinforced by an example in which a tenth grade boy within the study described being labelled as a "moffie" (Palen et al., 2010, p. 449) - a derogatory term used to describe someone as inappropriately feminine and/or gay - by his peers due to his participation in drama as a leisure occupation. Palen et al. (2010) go on to state that these kinds of experiences of judgement directly impact and restrict what kinds of leisure occupations young people engage in, with adolescents fearing social and peer rejection. Similarly, Moses (2006) describes instances where adolescents living in Ocean View had actively avoided attending the clinic or reaching out to The Open Door Child Safety Centre, fearing that the people working at or attending the facilities would spread rumors and judgements about them. This again shows how aspects of a close knit, familiar community can have negative impacts on young people's leisure engagement, limiting what they feel able to and supported in doing. These findings are of particular relevance to the current study as they indicate the multi-faceted way in which community dynamics influence adolescent occupations and experiences within communities such as Ocean View and Mitchell's Plain. Young people's negative experiences of belonging to a certain community have the potential to shape their leisure pursuits as well as their engagement with substances such as tobacco, alcohol, marijuana and methamphetamines.

Community as a resource

In addition to young peoples' desire to experience a sense of belonging with their community and the negative influences that these experiences of reduced anonymity can have on leisure performance, the literature also spoke to the theme of a community as a resource. Two of the seven sources of literature reviewed under the theme of social identity in the current study spoke to this topic, referencing a number of ways in which a sense of community and connections with members of the community may serve as a resource to adolescents. Moses (2006) introduces this idea in her findings, suggesting that people living within Ocean View, particularly neighbors, not

only socialize together outside of work but also share resources, referring specifically to neighbors being able to lend one another bread or a cup of sugar when in need. An additional community, or as Moses (2006) terms it "social resource" (p. 123) is that of the connections and relationships that young people are able to develop with community members. These connections, such as those with a trusted sports coach, serve as a resource to adolescents, providing them a space to which they are able to turn when faced with problems, such as substance and/or peer related concerns (Moses, 2006). Additionally, Hendricks et al. (2015) and Moses (2006) both highlight the potential that group and social identity has to serve as a protective factor for adolescents living in areas such as Ocean View. This concept relates to the impact that low levels of anonymity paired with close community ties can have on a young person's ability to remain safe and secure within their context (Hendricks et al., 2015; Moses, 2006). Adolescents in Ocean View referred to the benefit of belonging to a group or community, stating that it was safer to "walk with large groups of friends" (Moses, 2006, p. 121) and be seen as an integral part of the community. These findings suggest that adolescents may be able to utilize components of their community to support their engagement in leisure occupations, such as socializing with friends and accessing spaces within the community in a safe manner.

Peer pressure and influence

Throughout the review of literature included in the current study, peer pressure and peer influence appeared as frequently discussed concerns regarding adolescent exposure to substances and leisure engagement. Of the published sources reviewed, seven spoke directly to the impact of peers on the development of an adolescent's sense of social identity with a given community. Caldwell et al. (2010) provided insight into two different ways in which peers may impact this process of social identity formation, namely peer influence and peer pressure. Peer influence, according to Caldwell et al. (2010) refers to the positive influences that peers can have in terms of supporting one another's ambitions and encouraging engagement in novel, healthy activities that promote health and well-being. In contrast, peer pressure is defined as the negative influence that peers can have on the behavior of individuals, with these peers having the potential to "lead a youth to engage in unhealthy or risky behaviors in which he or she might not have otherwise

participate(d)" (Caldwell et al., 2010, p. 4). Hendricks et al. (2015) provides a secondary formulation of peer pressure, suggesting that it is a "subjective experience of feeling pressured, urged or dared by others to do certain things" (p. 100). Hendricks et al. (2015) goes on to support the notion of peers having a significant role in the life of an adolescent, stating that peers "perform the function of providing a staging ground for identity development" (p. 106), on both a personal and social level. This is extended to the idea that adolescents form peer groups, adopting the values and priorities of these peers in order to "foster solidarity" (Hendricks et al., 2015, p. 105) in an attempt to establish their social identity and position within the community. This finding suggests that peers and the norms that they establish form the foundations upon which adolescent identity is, at least in part, established.

Looking first at peer influence, Moses (2006) describes findings in which participants highlight the need for good friends and the role that these kinds of strong bonds play in adolescent identity formation and leisure engagement. Participants stated that "you can't run away from your problems. Watch who you associate with and have friends who will cover for you if you are in trouble" (Moses, 2006, 121), emphasizing the pivotal role that peers can play in providing support as well as contributing to that sense of security and belonging within a group/ community. In a similar vein, Palen et al. (2011) details the views of an adolescent participant who stated that "playing with your friends keeps you away from all the wrong stuff" (p. 13). This statement suggests that interactions with peers and leisure time spent with those identified as friends may serve as a protective factor, reducing the risk of young people engaging in risk behaviors such as substance use. This finding relates closely to Caldwell et al (2010), suggesting that during adolescence, individuals have a deep need to experience acceptance amongst their peers, with a need to fit in with their peers (Caldwell et al., 2010) being a motivating force behind engaging in certain leisure pursuits, particularly those associated with risk such as substance use and sexual behaviors.

While Caldwell et al. (2010) and Moses (2006) identify the positive role and influence that peers may have on adolescent social identity formation, even noting the potential role that peer

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influence has as a protective factor (Palen et al., 2011), numerous published literature reviewed outlines the negative effects of peer pressure. In an earlier study, Palen et al. (2010) describes how peers of the participants influenced the adolescents to desert a personally meaningful activity, pressurizing them into an alternative activity of the peers' choice. An example of this kind of negative peer pressure was detailed in the experiences of a young female participant who stated that while she would have chosen to play soccer, she was instead convinced by her peers into going to a party and using substances, expressing the fact that if she had refused them "they gonna tease (her) or (she's) not cool" (Palen et al., 2010, p. 449). This perception of peer pressure highlights the fear of peer rejection and being viewed as 'other' and thus alienated from the collective (Weybright et al., 2014). In addition to the perceived need to conform to the behaviours of peers and the perceived negative consequences of not doing so (Weybright et al., 2014), peer pressure has also been identified as a significant risk factor for substance use amongst young people, particularly adolescents (Hendricks et al., 2015; Palen et al., 2010; Palen et al., 2011). As described in the theme *Structural Determinants of Action* above, many adolescents in contexts such as Ocean View have very limited access to quality leisure resources, with this lack of leisure opportunities meaning that young people spend extended periods of time with their peers. Both Tibbits et al. (2009) and Hendricks et al. (2015) suggest that this extended, unsupervised and unstructured leisure time often can lead to risk and deviant behaviors such as substance use. Tibbits et al. (2009) goes on to present the finding that young people who are at risk of engaging in risk behavior, such as substance use, due to either intrinsic, familial or societal factors "may be more likely to choose peers and leisure activities that provide support" (Tibbits et al., 2009, p. 7) and opportunity to engage in deviant leisure pursuits. This finding again highlights the manner in which peer relationships impact on leisure occupations and how influential negative peer interactions can be dependent on an adolescent's ability to choose healthy leisure activities while refusing peer pressure. Authors support the idea of adolescents needing to be skilled in negotiating and avoiding the negative impacts of peer pressure (Hendricks et al., 2015) and a key component of this skill being the development of self-esteem (Moses, 2006). This understanding suggests that there is room for adolescents to be

up-skilled and educated on how to resist peer pressure and mitigate the negative effects that these peers can have on their health and leisure occupations, a strategy to be discussed in Chapter 5.

Rejection and Rebellion

The final aspect of this theme raised within four of the seven published sources reviewed is the rejection of community norms and rebellion against adult figures of authority by adolescents in contexts such as Ocean View and Mitchell's Plain. This sub-theme speaks to the phenomenon described in the literature, in which adolescents purposefully disobey figures of authority in an attempt to assert their agency, independence and personal agendas. Hendricks et al. (2015) introduces this phenomenon by stating that adolescents have shown a tendency to distance themselves from their parents and other adults during this stage of their development, with this increasing distance and changes in relationships resulting in differences of opinions and, on occasion, conflict. Moses (2006) and Palen et al. (2010) reiterate this tendency for adolescents to shift away, or become "alienated from adult norms and rules" (Moses, 2006, p. 117), with this alienation resulting in adolescents actively disobeying parental rules in an attempt to establish their independence as well as engage in the leisure occupations they choose. Weybright et al. (2014) presents an explanation for this rejection of adult norms and subsequent rebellion against authority, suggesting that young people who perceive their parents/guardian as over-controlling or dominant experience reduced levels of autonomy and agency and subsequently less positive leisure engagement. Adolescents in these circumstances have a reduced sense of control over their time and occupations, including those centred around pleasure, enjoyment and a sense of purpose - leisure. Weybright et al. (2014) as well as Moses (2006) suggest that in an attempt to regain a sense of control and independence over their lives and time, adolescents actively disregard and rebel against limits set by parental figures (Weybright et al. 2014), embodying "deviant identities" (Moses, 2006, p. 115) in order to spite dominant, controlling adult figures of authority. These findings from Moses (2006) go further to detail how a number of young people in Ocean View feel as though adults within the community regard them as children, unable to make their own decisions, with these adults asserting control over them. This dominance by adults and the subsequent rebellion against and loss of respect for adults has, according to Moses

(2006), resulted in tense dynamics existing between the young and older generations in the community. Moses (2006) presents an example in which an adolescent participant describes becoming increasingly frustrated with his mother and her false accusations of him using methamphetamines. This frustration builds to the point where the participant feels that the only solution is to "prove (his) parents they were right about (him)" (Moses, 2006, p. 115), and use the substance. This example clearly portrays the mindset of some youth residing in Ocean View and the direct impact that authority figures can have on adolescent leisure engagement and substance use. This tension influences both the social identity of the young people as well as influences the subsequent decisions they make with regards to their leisure occupations. These findings are relevant to the current study as they suggest a potential reason behind deviant behavior in adolescents, such as substance use, forefronting the central role that parents and other adult authority figures play in the formation of adolescents' social identities as well as the impact that authority and perceived reductions in autonomy during adolescence has on their leisure engagement.

Role of Parents/Guardians and the Microsystem

Throughout the process of engaging with the literature reviewed in the current study, nine of the 16 data sources makes reference to parental influence on either substance use and/or leisure engagement. These sources speak extensively to parental influence as either having an impact on engagement in substance use behaviors or as a constraint to engagement in leisure. There is also mention of the adolescent's desire for independence from their parents and the influence that this search for autonomy has on substance use behaviours and leisure performance.

   Parental influence on substance use

There were eleven articles which made mention to parental influence, four of which were relevant to the notion of parental influence on substance use. Weybright et al. (2014) conducted a longitudinal study in which data was gathered from a five year effectiveness trial. Weybright et al. (2014) showed that perceived over-protectiveness or control from parents has a positive correlation to adolescent interaction with substance use. Weybright et al.'s (2014) findings

suggest that higher than average perceived parental over-control was associated with increased substance use and therefore associated with negative childhood and adolescent outcomes as purposeful parental disobedience was provided as an example of defying the control. However, in contrast to these findings, Weybright et al. (2014) goes on to highlight the potential protective factor of parental monitoring against substance use among adolescents. In Miller et al.'s (2015) study, participants reported that female children exposed to higher levels of parental monitoring were significantly less likely to engage in risky behaviour compared to their male counterparts. In line with this, Wegner et al. (2006) found that when adult supervision is low, substance use among adolescents was significantly higher, illustrating the influence that unsupervised participation in leisure can have on adolescent's exposure to substance use. Additionally Wegner (2011) reported that use of substances frequently occurred in spaces where adult supervision is low or absent, such as friends' houses when parents are not home or in shebeens.

Parental Leisure constraints

In addition to the above findings, parental involvement was also found to be an example of an interpersonal constraint to adolescent engagement in leisure occupations of their choice (Palen et al., 2010). Palen et al. (2010) focused on the link between these perceived constraints in terms of their frequency and in relation to how these constraints may be overcome. Their results showed that parental influence on leisure engagement was driven by safety concerns, religious reasons and morality, for example one of the participants reported "you can't watch that, it's going to influence you". Safety, for one was noted as a major concern for many parents. The participants in Palen et al.'s (2010) study reported that parents keep them away from engaging in certain activities to keep them safe "they think you gonna get hurt…. And gonna do the wrong things" (p.448). These findings go on to provide an example whereby participants reported that parents would often say that there are "drug merchants" (p. 454) in close proximity to the places where the children want to go to engage in leisure and therefore parents do not allow them to do so.

Types of Substances and Frequency of Use

A vital step in developing an understanding of the extent and nature of the issue of substance use amongst young people is to gain an idea of the prevalence of the issue amongst this population and to become aware of any trends or significant findings relating to this prevalence.

Caldwell et al. (2010) makes reference to the 2002 South African Youth Risk Behavior Survey, which found that one in eight adolescents begin drinking before they reach 13 years old and one in four learners in Grades 8-11 reported having engaged in binge drinking in the preceding month with 13% having also tried marijuana in the past month. This survey also found that 21% of learners in Grades 8 through to Grade 11 had smoked cigarettes in the past month, with 7% having smoked on 20 or more days in the past month (Caldwell et al., 2010).

It became clear that there has been one major data collection project conducted in Cape Town that has been used as the basis for the majority of the literature findings relating to substance use amongst young people in low income areas (10 out of the 16 articles being reviewed). This data originates from an effectiveness trial that was conducted between the years 2004-2007 that sought to measure the impact of a programme implemented as a part of the schools Life Orientation curriculum called HealthWise SA. This programme aimed to reduce risk behaviour (including substance use and risky sexual behaviour) by targeting positive use and experience of free time among a sample of South African adolescents. This sample included Grades 8's and 9's attending schools in Mitchell's Plain where four schools were taught using the HealthWise SA curriculum in their Life Orientation Classes and five were chosen to be non-treatment control groups. Students in the sample were then followed longitudinally in three cohorts starting with the first set of surveys completed at the beginning of Grade 8 and then again at the end and beginning of each year until the students completed Grade 11. Each article included in this review has made use of this data in a slightly different way in order to make it relevant to the specific research questions and objectives.

The following results were documented from data gathered in the HealthWise SA effectiveness trial. Palen et al. (2011) found that 27% of young people had used alcohol in the past month, 32% had smoked tobacco and 15% had used other substances including marijuana, inhalants and/ or methamphetamine. This is reiterated by Sharp et al. (2011) who noted that marijuana was found to be used less than alcohol and tobacco, particularly amongst females. As previously mentioned in the theme of *Personal Identity Development*, different substance use patterns were found among the genders. Sharp et al. (2011) found that by Grade 11, more males than females reported having had alcohol in the past four weeks. Patrick et al. (2009) similarly recorded that more of the Grade 8 boys included in the study had tried alcohol, cigarettes, marijuana and inhalants than the Grade 8 girls (inhalants were referred to in the survey as sniffing glue, paint or petrol for the aim to get high). Interestingly in this study, a slightly higher prevalence was noted among the Grade 9 girls than boys for alcohol (62% of girls, 59% of boys) and tobacco (61% of girls, 59% of boys) however fewer girls were found to have used marijuana and inhalants (Patrick et al., 2009).

As the above findings suggest, time was also found to be a significant predictor in the HealthWise SA trial as substance use was seen to increase significantly from Grade 8 to Grade 11 (Sharp et al., 2011; Weybright et al., 2015). In Grade 8, 25% of participants had smoked tobacco which then increased to 40% by Grade 11 (Sharp et al., 2011). Palen et al. (2011) also recorded that substance use represented 71% of the risk behaviours that adolescents reported to engage in during their free time. Weybright et al. (2017) found that higher rates of tobacco and alcohol use, as well as lower rates of intrinsic motivation, were associated with the group of participants who had dropped out of school compared to the school going learners. These findings highlighted a particular concern for tobacco use that linked to higher levels of school dropout (Weybright et al., 2017).

Previous research by Tibbits et al. (2009) showed slightly different findings to those of the HealthWise SA studies, that 21% of both males and females reported to have smoked cigarettes in the past month. The usage of alcohol and marijuana was less than that of cigarettes as alcohol

consumption was 12% for females and 15% for males adolescents (Tibbets et al., 2009). Furthermore, the use of marijuana was less prevalent as only 3% of females used marijuana and 9% of male adolescents used the substance in the past month (Tibbets et al., 2009).

Patrick et al. (2009) made a claim in line with the study's findings that alcohol and tobacco could be considered the "starting point" for other drug use, highlighting tobacco specifically as a "gateway drug" (p.655). This study found that it was rare to use marjuana or inhalants without having first tried alcohol or cigarettes (Patrick et al., 2009). Miller et al. (2015) found a link between substance use and risky sexual behaviour through finding that 54% of males, who had engaged in sexual activity by the time of study, had used alcohol in their last sexual encounter and a quarter (25%) of males used marijuana in their last sexual encounter. 17.4% of females who reported having had sex and who experienced low/neutral levels of boredom reported having used marijuana during their last sexual encounter (Miller et al., 2015).

In applying the search strategies outlined in the methodology above, only three qualitative studies emerged. These included Moses (2006) which looks specifically at children's experiences of living in Ocean View, Wegner (2011) that focuses on adolescent's perspectives of risk behaviour and leisure boredom and Palen et al. (2010) which does not speak to the prevalence of substance use but rather focuses on leisure constraints experienced by adolescents in Cape Town (samples from this study were drawn from the HealthWise research trial mentioned above). Both Moses (2006) and Wegner (2011) make reference to substance use in terms of alcohol and drugs. While Moses (2006) does not specify the prevalence or types of drugs used, Wegner (2011) refers specifically to the use of marijuana, or 'dagga', and states that methamphetamine (referred to as "tik" in the study) was the most frequently used drug among adolescents, aged between 13-20 years old, who participated in the study. This finding differs from that of Patrick et al. (2009) which found that marijuana was used much more frequently than methamphetamines or other drugs.

3.3 Chapter summary

Through collating and synthesising the literature findings into the six themes outlined above, a narrative of how young people are exposed to substances and the relationship that exists between this exposure and their engagement in leisure occupations has begun to take shape. Significant findings and topics addressed in the existing published literature are acknowledged, compared and contrasted so as to provide a comprehensive representation of the conclusions drawn and perspectives held by a number of prominent authors in this field. It was found that while the majority of findings from the literature supported similar claims and conclusions, some contrasting results were noted which displays a need for further research to be done to establish a coherent understanding of these issues.

Chapter 4: Discussion

4.1 Introduction to chapter

In order to begin developing a narrative of adolescent exposure to substances and engagement in leisure occupations in Ocean View, a discussion and critique of the findings is provided. The discussion aims to answer the review question and sub-questions in order to establish how the findings may relate to the current study's context of Ocean View. Using the findings as well as additional supporting theory, a probable description of the kinds of experiences that young people in the areas of Ocean View encounter, as well as how these encounters impact on their leisure occupations, is developed.

4.2 Exploration and critical factors arising from findings in relation to literature

Growing up in Ocean View

In order to begin developing a narrative of adolescent exposure to substance use in Ocean View it is of primary importance to understand what growing up in the area looks like for young people. This discussion point focuses on sub-question five of the current study, *'Does age play a role in how substance use relates to leisure?',* with the aim of establishing a more comprehensive understanding of how developmental factors impact risk and leisure behaviours of young people. This discussion point is centred on three themes, namely *Personal Identity Formation, Social Identity and Community* and *Types of Substances and Frequency of Use.*

While the current study's search strategies included all young people under the age of 18, the majority of the literature reviewed focused on adolescents between the ages of 13 and 18. According to Erikson's Psychosocial Stages (Erikson, 1968), young people between the ages of five and 18 years are situated within two crucial stages of development. The first of these stages, Industry vs Inferiority (Erikson, 1968) occurs between the ages of approximately six and eleven years of age. This period is associated with a child's desire to establish themselves as independent from those around them, including their parents/guardians, siblings and other significant others that they frequently interact with (Erikson, 1968; Sokol, 2009). This manifests

such that individuals within this age range attempt to consolidate the beliefs, attitudes and ways of doing adopted from those around them, merging this consolidation with their own unique ideas, wants and needs (Sokol, 2009). In doing this it is hoped that children in this age range are able to begin developing an idea of themselves as individuals, providing direction for the future while maintaining connections to their upbringing (Sokol, 2009).

Following this stage, adolescents between the ages of 12 and 24 years enter Identity vs Role Confusion (Erikson, 1968), with identity formation is considered to be the "primary psychosocial task" (Sokol, 2009, p. 142) of adolescence. This age range, as mentioned above, was the most frequently cited population age in the reviewed literature, forefronting it as a discussion point. According to Erikson's theory, young people within this age range experience a number of changes, including the onset of puberty, increased autonomy within their communities as well as the development of new cognitive, social and physical skills (Erikson, 1968). These experiences of change prompt adolescents to further explore their environments and capacities, in an attempt to better establish and commit to a sense of identity that is congruent with both their past and their future goals (Erikson, 1968; Sokol, 2009). This concept of commitment to an identity relates strongly to Marcia's Identity Status Model (Marcia, 1966) which revolves around the two core variables of choice/commitment and crisis/exploration (Marcia, 1966), with young people being required to make choices in order to mitigate or settle crises related to their sense of self within the world. The experiences or crises and the need to make choices in order to resolve them situates adolescents within one of four differentiated identity statuses, through which an adolescent transitions during the process of identity formation. These four statues include 1) identity diffusion, 2) foreclosure, 3) moratorium and 4) identity achievement (Marcia, 1966). Identity diffusion is defined as a state in which the individual has made no commitment or choice regarding a particular developmental task but may also have not yet explored their environments and experienced any crisis (Marcia, 1966). In foreclosure, an adolescent may have made a choice and commitment to a task or behavior without having actively explored other options or engagement (Marcia, 1966). Moratorium refers to a state in which the young person is actively exploring their options within an environment, exposed to various crises, however has not yet

made a choice or commitment to a specific task or identity while identity achievement speaks to the resolution of crisis and commitment to a particular sense of self (Marcia, 1966). These various identity statues paired with Erikson's (1968) stages of psychosocial development form the fundamentals upon which the reviewed literature can be critiqued and a narrative of adolescent exposure to substances in Ocean View and the impact of this on leisure occupations.

Both Erikson (1968) and Marcia's (1966) theories frame adolescence as a complex phase of development in which person-related changes and growth meet environmental and social challenges or crises, with identity exploration and formation resulting from this interaction. The reviewed literature spoke to this process of *personal identity development*, supporting Marcia's (1966) notion of adolescents progressing through various stages of exploration and choice. Weybright et al (2015) & Wegner (2011) both referred to the notion of adolescents having the capacity and desire to choose the kinds of leisure occupations they engage in, actively exploring and restructuring these to meet their developmental needs. In addition to this, the self-determination theory (SDT) as cited by Caldwell et al. (2010), Palen et al. (2011) and Weybright et al. (2017) suggests that adolescents actively seek out novel, stimulating and challenging experiences in order to explore both their environments and personal capabilities, with these experiences informing their identity formation and social learning. These findings in the published literature speak to Marcia's (1966) theory of choice and exploration as core components of identity formation, and begin to establish the developmental stage in which adolescents in Ocean View find themselves. From the reviewed literature as well as the seminal theorists, it may be established that adolescents living within Ocean View may be within this stage of development and identity exploration. The limited access to quality, appropriate leisure resources and facilities paired with the reduced levels of safety in the community of Ocean View may lead adolescents to explore risk behaviors that are more easily accessible, such as substance use, in an attempt to meet their needs for novel experiences and exploration of both the self and the context. This active exploration, or state of moratorium (Marcia, 1966) of adolescents in Ocean View may be a predicting factor of substance use within the community, and is therefore important when considering why young people in the community may turn to substance use as a

leisure occupation. This stage of development also revolves around an adolescents desire to establish themselves within their community in order to form a sense of purpose and direction in life (Sokol, 2009). Young people in Ocean View may therefore being engaging with substances in an attempt to explore the occupations of those around them, making choices (Marcia, 1966) regarding whether or not substance use, their peer group and typical leisure occupations of those around them are aspects of their lives that they want to commit to and embody within their identity and futures. This possible narrative of the experiences of adolescents in Ocean View relates strongly to another aspect of age and stage, namely the influence of peers on the development of social identity.

An additional aspect established in the reviewed literature related to age and stage of children under the age of 18, as identified within the theme *Social Identity & Community.* Within this theme reference was made to the role of peers, with findings suggesting that during childhood and adolescence, individuals are susceptible to both the protective factors and negative influences of peers. Hendricks et al. (2015), as reviewed within the findings, as well as Dumas, Ellis and Wolfe (2012) indicate the central role that peers having during adolescence, suggesting that peer groups exist as "powerful socialization agents" (Dumas et al., 2012, p. 817), shaping identity development during periods of diffusion, foreclosure and moratorium (Marcia, 1966). Dumas et al. (2012) go on to support the findings, stating that adolescents have an intrinsic desire to not only seek out novel experiences, challenging their sense of self and capabilities but also attempt to attain a sense of acceptance and purpose within their community, specifically in relation to their peers (Dumas et al., 2012). Yearwood, Vliegen, Chau, Corveleyn and Luyten (2019) go on to speak about identity formation in adolescence, stating that peers are directly involved in an adolescents attempt to establish and distinguish themselves as individuals from the family unit. This interaction with peers by adolescents, according to the research, manifests itself in two ways, peer pressure and peer influence (Caldwell et al., 2010), with these different influences shaping the development of social identity and engagement in risk behavior differently.

With specific reference to young people in Ocean View, peer influence and pressure may be influencing their performance of leisure occupations and substance use in significant ways. Ellis et al. (2012) suggest that peer pressure, defined as perceived and/or explicit pressure from peers to participate in activities (Ellis et al., 2012), is a significant predictor of substance use during identity exploration. It may therefore be proposed that young people in Ocean View experiencing high levels of peer pressure, as described by Moses (2006), may be increasingly susceptible to engage in risk behaviors and leisure occupations that revolve around substances. This may be done in an attempt to attain social acceptance, contributing to the construction of their social identity (Yearwood et al., 2019). Additionally, peer pressure and the fear of rejection from a social group may be leading young people within the community of Ocean View to adopt occupations and associated attitudes, such as rebellion against adult authority, in an attempt to avoid peer rejection (Moses, 2006). These findings begin to establish how peer pressure as a negative force within the microsystems of young people in Ocean View may contribute to engagement in risk behaviors such as substance use.

Interestingly, Dumas et al. (2012) propose that in addition to peer pressure having a central role in the formation of a young person's identity, the uncertain and unresolved nature of the process of identity exploration and formation may also contribute to young people's interactions with peers and leisure occupations,

> *Without a set of personally-relevant values, beliefs and goals to direct life choices, teens who have yet to begin constructing a personal identity may acquiesce to others more readily and may make poor or uncalculated life decisions. (Dumas et al., 2012, p. 919)*

This finding suggests that young people in Ocean View within the developmental stage in which the process of identity formation is dominant may be experiencing a sense of confusion and lack of clarity regarding who they are, subsequently resulting in an increased impressionability. This reduced sense of confidence in one's identity as a young person living in Ocean View may

therefore be contributing to their reliance on peers and subsequent participation in risk behaviors and substance use. This increased power of peer pressure during experiences of identity moratorium is further confounded by the abundance and availability of substances in the area of Ocean View (Marcia, 1966). The combination of these factors and the ways in which these various aspects interact is of fundamental importance when considering future intervention in Ocean View.

Lastly, Caldwell et al. (2010) and Yearwood et al. (2019) refer to the protective factor that peer influence can have on identity formation in young people. Yearwood et al. (2019) explain that interacting and relating to peers during adolescent development allows young people to experience a sense of social connectedness and support, with this positive peer influence enabling identity exploration and leisure engagement that facilitates health development. Findings go on to suggest that this sense of social relatedness in young people and the association with peers that encourage healthy engagement in occupations has the potential to mitigate against psychopathology and risk behaviors (Yearwood et al. 2019). Importantly, Yearwood et al. (2019) suggests that this positive influence of peers is of particular importance in low-socioeconomic communities in which violence, poverty and gangsterism negatively affect development and occupational performance. This is of importance as it speaks to communities such as Ocean View, making the findings relevant and applicable to the current study's research setting. These findings contribute to the developing narrative of young people's exposure to substance use in Ocean View and the impact that this has on leisure occupations, highlighting the potential role that positive interactions with peers can have on reducing mental health concerns such as substance use.

Exposure to Substances

In order to draw all the reviewed literature together and develop a narrative of the exposure to substance use in Ocean View among young people, it is important to first gain an understanding of the term exposure. This section of the discussion aims to answer the review sub question one,

'*What does exposure to substances look like?*', sub-question two, '*Where does exposure to substances occur?*' and sub-question three, '*Does the level of exposure (frequency) play a role in the relationship between substances and leisure?*'. The discussion derives from two of the six themes namely, *Structural Determinants of Action* and *Types and Frequency of Use.*

Although the study aimed to look at the exposure of substance use more broadly in context, the majority of the research articles spoke to the use of substances among adolescents rather than the exposure to substances. In other words, all sixteen articles refer to exposure as being use of substances. In addition to this, there were limited articles that spoke to other forms of exposure such as household substance use on children that have not used substances or parental use and the effects it may have on caregiving. These examples speak to exposure from a different aspect, as it views children being exposed to substances without necessarily using substances, which none of the sixteen articles spoke to in this narrative literature view. In the theme, *Structural Determinants of Action,* the term exposure being defined as use of substances are as a result of children's exposure to drug dealers in the community. Moses (2006) has supported this statement as reference was made to the fact that children in Ocean View live in dangerous situations where "drug merchants" (p. 454) are living in close proximity to the children, being constantly exposed to these risky behaviours such as using and selling substances. In the theme, *Types and Frequency of Use,* the notion of use was commonly mentioned as tobacco and alcohol being the starting points for the engagement in substance use. Patrick et al. (2009) made specific reference to this and mentioned that it would be unlikely that adolescents would use other substances if they have not tried tobacco or alcohol. In addition, this statement was further supported by specific statistics in quantitative studies that were mentioned in the findings chapter.

Since an understanding of how the term 'exposure' was defined across the reviewed literature, another aspect to consider in answering the sub question of where substances occurs, is that of where the exposure has occurred. Majority of the reviewed articles spoke to the physical spaces where exposure to substance use occurs. These spaces were commonly run-down buildings, houses/flats, play parks, discos, shebeens and fields. Moses (2006) spoke directly to the area of

Ocean View. Therefore, in support of this statement of where exposure to substance use has occurred, Moses (2006) mentioned that leisure-related facilities and resources in Ocean View such as shebeens, the disco, certain flats, the play parks, the multi-purpose centre and soccer fields are run-down and no longer functioning as intended. Moses (2006) also mentions that these run-down facilities are occupied with gang related activities and drugs which results in children and adolescents being exposed to substance use which was discussed extensively in the theme, *Structural Determinants of Action.* Therefore, Moses (2006) stands true for adolescents in Ocean View and contributes to the narrative of where adolescents would use substances. There were limited articles that spoke to the use of substances at schools but rather had a focus on school drop-out and safety of the schools which was supported by Weybright et al. (2015). From the pool of data that were reviewed, it is clear that spaces that were supposed to be used for fun, play and leisure were rather occupied with illegal activity because of various reasons which will be discussed under the discussion point, *Influencing Factors.*

According to Law et al. (1996), a model of the person-environment-occupation (PEO) is an interplay between the three elements in order to have optimal occupational performance. The person is defined as the unique individual with multiple roles at the same time and viewed holistically in terms of mind, body and spiritual aspects (Law et al., 1996). Whereas, environment can be defined as the physical, social, cultural, socio-economic and institutional aspects that depicts the manner in which individuals behave (Law et al., 1996). Therefore, this model demonstrates that people cannot be viewed in isolation but rather in connection with the environment. With this being said, the discussion above of places where substances are occurring are due to the environment impacting on the adolescents resulting in engagement in substance use. In addition, the Test of Environmental Supportiveness (TOES) is a tool used by OTs to observe young people for fifteen minutes between the ages six months to eighteen years in a natural setting (Skard & Bundy, 2008). TOES also looks at whether the community environment supports or hinders play occupations (Skard & Bundy, 2008). It does this through assessing the extent of support from environmental elements such as caregivers, playmates, play objects and play space (Skard & Bundy, 2008). Due to places that are supposed to be fun, as mentioned

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above, being occupied with substance use indicates the need for establishing reasons as to why and to what extent the environment supports or hinders the play occupations of many of the young people. In Ocean View, there is a need for NGO's in using this type of assessment to look at the relationship between substance use and the environment. Bronson and Bundy (2001), conducted a study to test the effectiveness of TOES and to determine the correlation between Test of Playfulness (TOPS) and TOES. For the purpose of this discussion, reference to the effectiveness of TOES will be mentioned. It was found that the TOES is a reliable test with regard to raters and that it depicts that the rater is able to clearly distinguish between elements that are supportive and unsupportive in an environment (Bronson & Bundy, 2001). It also mentioned that TOES determines a need for an improved goodness to fit between the person and environment (Bronson & Bundy, 2001). This could be linked to the PEO model as discussed above by Law et al. (1996). Therefore, this supports the need for the assessment to be done in the context of Ocean View in order to make sure that young people can engage optimally in leisure occupations.

Influencing Factors

Many of the themes that have been outlined in the previous chapter allude to various elements both within and external to the individual that are found to influence young people's exposure to and use of substances. These influencing factors are seen to be interrelated and multidimensional, thereby highlighting the complex nature of this issue. This section of the discussion aims to further understand the findings that have been gathered from the literature reviewed in this study and to unpack the narrative that exists in current literature of why young people are using substances or how and why they are exposed to substances within their daily lives. Theories such as Bronfenbrenner's ecological systems theory (1992) will be used to provide a framework in which to organise and further develop the findings from the current study in an attempt to portray how the published literature reviewed here may be understood to answer sub-question number four of the current study, *"What are the factors influencing the exposure to substances?"*. All of the themes described in Chapter 3 above will be referred to in this discussion point as each theme makes reference to findings that reveal possible preceding or protective factors that have an

impact on the way in which young people in Ocean View, or in areas that may be considered similar in context, are exposed to substance use and how this relates to their leisure engagement.

Bronfenbrenner's ecological systems theory (1992) was initially created in order to make sense of a child's development in context and how the different environments in which they exist influence their lived experiences. However, it has since become a popular theory used within the Occupational Therapy profession as a framework to understand the way in which occupation is embedded within context (Ramugondo & Motimele, 2017). The themes that have been gathered from this literature review allude to the factors that exist within the different levels of context that influence young people's exposure to substances, their engagement in leisure occupations and the interrelated nature of these two concepts. Bronfenbrenner's model speaks to five levels of the environment that influence one's experience of occupational engagement, namely micro-, meso-, exo-, macro- and chronosystems which will each be described here while framing the findings of the factors that influence young people's exposure to substances and leisure engagement (Ramugondo & Motimele, 2017).

The way in which such factors may contribute to various forms of occupational injustices will be discussed as this is an essential component to understand when creating a narrative of young people's exposure to substance use and leisure participation, particularly in order to understand how this may impact their health and wellbeing. Galvaan (2017) describes occupational justice as the ability and opportunity for individuals and groups to engage in diverse, meaningful and purposeful doing that promotes health and well-being and provides them with a sense of autonomy through choosing the occupations that they engage in daily. When individuals' rights to achieve this is prevented from occurring due to contextual barriers and limitations, occupational injustice is said to occur and manifests in different types of injustices namely occupational deprivation, occupational imbalance, occupational marginalisation, occupational apartheid and occupational alienation. (Galvaan, 2017). These terms will be further described as they are found to relate to the factors influencing substance use and leisure engagement discussed below.

The microsystem includes the immediate context and people whom the individual engages with on a daily basis, who form part of their intimate network of social support, including family members, teachers and peers (Rege, 2017). The influence of the microsystem is highlighted in the above themes of *Role of Parents/Guardians and the Microsystem* and *Social Identity and Community.* An interesting finding taken from these themes was the subtle difference between what was referred to as parental control - associated with an increased likelihood of adolescents engaging in substance use - compared to parental monitoring - associated with decreased likelihood of adolescents using substances (Weybright et al., 2014). Parental control which took the form of perceived over-protectiveness was seen as a contributing influence to substance use as the children and adolescents were found to rebel against this control in an attempt to regain a sense of autonomy over how they use their free time (Weybright et al., 2014), an important characteristic of their developmental stage as has been previously described. However, parental monitoring, in terms of supervising adolescent's leisure time, was seen to have a contrasting influence on adolescent behaviour, showing that when this occurs lower levels of substance use are reported (Weybright et al., 2014; Miller et al., 2015; Wegner et al., 2006). Peer influence is discussed in detail under the discussion point of *Growing up in Ocean View* and highlights the transactional nature of the relationship between the individual and their microsystem through discussing the ways in which the person, through their own attitudes, behaviour and choices, act to shape this environment. This was emphasised through the work of Moses (2006) which highlighted how young people in Ocean View who seem to have a strong sense of support within their microsystem, from parents, peers and at school, are able to respond positively to other pressures that the environment may place on them. With access to such support adolescents tend to show improved levels of self-esteem, self-efficacy and increased intrinsic motivation which is found to be related to an ability to make use of the available resources to create positive, meaningful leisure experiences and therefore decreased levels of substance use (Moses, 2006; Caldwell et al., 2010; Miller et al., 2015).

The influence of the chronosystem on young people's exposure to substance use is highlighted through the pervasive effects of the Apartheid system that are still seen in areas such as Ocean View today, that were affected by unjust laws and policies of this time in South Africa's history. Moses (2006), in particular, provides an account of the ways in which poverty and socioeconomic inequality has led to major concerns regarding the availability, accessibility and quality of leisure resources and opportunities that are made available and perceived as possible for young people in Ocean View - as is thoroughly described in the theme *Structural Determinants of Action* in the findings above. This has been found to be a major contributing factor to increased levels of boredom in low income communities which has emerged from the literature to be intricately linked to young people's tendency to engage in risky behaviours such as substance use (Weybright et al., 2015; Wegner, 2011; Sharp et al., 2015). The type of occupational injustice that may exist here is occupational deprivation which Wilcock (1998) describes as occurring when an individual is prevented - by external factors such as poverty or lack of community resources - from engaging in occupations that would enable them to experience a sense of well-being. Occupational deprivation may be shown to be further experienced by young people in Ocean View due to the way in which the safety concerns within this community have been shown to limit their ability to access leisure resources. As mentioned, this lack of opportunity for engagement in meaningful leisure occupations has been largely attributed to issues within the macro-system - which refers to broader societal and cultural contextual factors (Rege, 2017) - such as poverty and the community's lack of financial means to improve the resources available (Moses, 2006). However, Moses (2006) provides an additional comment on the ways in which assumptions made of the kinds of leisure opportunities that young people want or need, lead to organisations and government funding being directed at initiatives for sports or recreation projects that are inappropriate and ineffective in serving their intended purpose. This speaks to another issue within the macrosystem - to a culture and mindset where the children of communities are often not consulted when dealing with issues that directly impact them. Occupational marginalisation is a type of occupational injustice that may be seen to occur here and is defined as the phenomenon that occurs when people are not given the

opportunity to contribute to decisions made regarding their own occupational performance in their daily lives (Galvaan, 2017).

Through making use of Bronfenbrenner's ecological systems framework (1992) a comprehensive understanding of the factors influencing young people's exposure to substance use and experiences of leisure are seen in relation to how they are situated in the different levels of context. This has also allowed for a greater understanding of how such factors may contribute to occupational injustices that exist for young people within low income areas, particularly within Ocean View as Moses (2006) has clearly established. In keeping with this occupation-focused perspective in order to make sense of the relevance of these findings in relation to the review question, the Occupation-based Community Development (ObCD) (Galvaan & Peters, 2017), may be an appropriate framework to consider in relation to the context of Ocean View due to its wide reaching impact on public health and well-being. The use of this framework has the potential to ensure that community members within Ocean View are able to identify and name their specific concerns and needs, working alongside external stakeholders in developing possible solutions to address these concerns such as childhood exposure to substances. Further recommendations for future research and intervention practices in light of this will be discussed in Chapter 5.

4.3 Chapter summary

The discussion, critique and application of the findings to the context of Ocean View has enabled a narrative of what adolescents in the area may be experiencing in terms of exposure to substances and the influence that this exposure has on their performance of leisure occupations. The discussion establishes how the reviewed literature speaks to adolescent exposure to substances as well and providing more insight into what influences this exposure as well as the factors contributing to declined and/or delinquent leisure occupations. While significant research is needed to better develop the narrative of adolescent exposure to substance use in Ocean View, points to be further discussed in Chapter 5, the findings of the current study begin to highlight the need for community-based intervention in order to address the growing concern of childhood

Ocean View. While the lack of a comprehensive understanding of the phenomenon renders making definitive intervention strategies unethical, a public health approach is advised in order to ensure benefit for the community at large.

Chapter 5: Conclusion

5.1 Introduction to chapter

Having established how the findings in Chapter 4 may relate to the current study's context of Ocean View, it becomes important to establish both the strengths, limitations and future recommendations. In addition to this, the researchers' assumptions are discussed, establishing how these preconceived ideas regarding the context of Ocean View may have impacted on the research process. These aspects of the research process are important to discuss due to the impact that they have on the relevance and quality of the current study's findings and the value that it has in terms of contributing to the existing body of knowledge related to the research topic. Lastly, the recommendations provided below indicate the direction in which future research as well as intervention can take in terms of continuing to develop an accurate narrative of young people's exposure to substance use and developing appropriate interventions.

5.2 Assumptions

Before commencing with the current study, a vital step in the research process involved stating and confronting assumptions held by the researchers regarding the research setting of Ocean View, the topic of substance use and how this may relate to young people as well as their leisure engagement. These assumptions are listed in Chapter 2, *Researchers and Assumptions.* It is imperative to acknowledge that bias is always a possibility in any form of research and becomes particularly relevant in this design of a narrative literature review in relation to the way in which literature is chosen to be included or excluded from the review as well as the way in which the literature is interpreted and conclusions are drawn. These assumptions may bring to light some of the entrenched discourses embodied by the researchers. Throughout the study, the researchers' assumptions have been continuously challenged and forefronted in order to avoid bias in the interpretation of the findings. Producing ethical and accurate findings and interpretations of the reviewed literature has been a primary concern of the current study, with the researchers' assumptions being discussed further below.

The first assumption was that *there would be limited published research available on Ocean View*. Upon the initial search a number of articles surfaced that made reference to the historical context of Ocean View, however, when applying the inclusion and exclusion criteria, only one of these articles - Moses (2006) - was found to be relevant to the current study's research context. Therefore, while evidence may exist regarding the community of Ocean View, this holds a large focus on the historical context of the community and little research has been published relating to the community that exists their today.

The second assumption states that *there has been very few research studies focusing on adolescent exposure to substance use and the influence that this exposure has on their engagement in leisure occupations*. Majority of the literature has spoken to exposure as 'use' as described in the discussion section of Chapter 4, *Exposure to Substance Use.* This indicates that research has been conducted on adolescent exposure to substances with a different perspective on exposure, focusing on the link between using or not using substances and the influence that this has on leisure engagement, rather than the influencing factors that exist when simply being exposed to substances.

The third assumption which states that *literature will show that adolescents in communities similar to Ocean View in terms of sociopolitical history as well as current socioeconomic status will have limited access to a variety of leisure activities, facilities and equipment*, was confirmed as true. This assumption was extensively discussed in the findings section of Chapter 3, *Structural Determinants of Action.* The majority of the research was conducted in the Mitchell's Plain area, which is considered to be a low socioeconomic area with resources and facilities being limited or in a poor condition. On the other hand, it is important to note that Mitchell's Plain is not the best comparative geographical location to Ocean View as it is a heterogeneous area.

The fourth assumption which states that *little literature would be available from a South African context which would document the experiences of young people and their first-hand accounts of*

how they perceive and understand substance use in their communities was supported as true. Initially, it seemed that there was a relatively significant extent of research conducted relating to the adolescents experiences of substance use and the influence that this may have on leisure. However, it became evident that the majority of these research findings were based on The HealthWise SA effectiveness trial that was conducted in Mitchell's Plain over the duration of 2004-2007 (Wegner, 1998). This means that the current body of literature regarding this topic is largely limited in that it only documents the experiences of this particular sample of participants. In addition, it became evident that adolescents perceive substance use as a negative and unhealthy leisure activity. Furthermore, the inclusion criteria restricted the researchers to include only studies conducted in the Western Cape and therefore although the assumption may have seemed to the researchers as true, there may be more research available in South Africa that the researchers did not include in their scope.

The fifth assumption which states that *there would likely be a focus on the negative aspects of substance use with little attention paid to the possible ways in which people may associate substance use with positive feelings or experiences* is also confirmed to be true. While many adolescents do seem to place negative connotations to the use of substances and perceive it as an unhealthy activity, the extent to which this is true for the population of young people in Ocean View is not clearly defined. Based on the findings, the literature available does not pay attention to possible ways in which people might associate substance use with positive feelings and experiences, this may include possible perceptions of substance use being a leisure occupation itself with young people making a choice to engage in substance use as a means to alleviate boredom and for the sake of enjoyment.

Lastly, the sixth assumption which states *the reasons for substance use will be due to social influences or peer pressure from peers and family* has also been confirmed as true because many of the articles made reference to peer pressure having a direct influence on engaging in substance use. It has also been shown that adolescents with stricter parental control are more likely to engage in substance use (Miller et al, 2015). Additionally the findings present a number of other

influencing factors that have been highlighted in chapters above as contributing to young people's exposure to substance use and how this influences, or is influenced by, their engagement in leisure occupations.

5.3 Strengths and Limitations

The current study has considerable value as it is the first of its kind to seek to answer the question of how adolescents' exposure to substances in Ocean View influences their occupational performance in the area of leisure using a narrative literature review. The current study hopes to contribute to the existing knowledge base regarding childhood exposure to substance use, potentially assisting stakeholders such Living Hope by providing a narrative of Ocean View based on findings. While the value of the current study is clear there are certain limitations that are important to note. It is first worth noting that there were significant time constraints on the current study due to the inability to effectively access the community of Ocean View and the need to revise the research design on short notice. Due to this time constraint, the researchers ability to use multiple data sources extensively and complete stage six of Arksey and O'Malley's (2005) methodology of interviewing a resident of Ocean View, potentially impacted on the trustworthiness of the findings presented. This may have affected how comprehensive a narrative of the experiences of young people in Ocean View was established.

The study aimed to look at the exposure of substance use more broadly in context however the majority of research articles spoke to the use of substances among adolescents rather than the exposure of substances. As mentioned in the discussion point *Exposure to Substances*, the term "exposure" was more so related to the use of substances by adolescents, not taking into account those adolescents who are exposed to substance use but do not engage in it themselves. In addition, the researchers were limited in being able to answer the question on exposure as there were limited articles speaking to the additional places and spaces of exposure such as schools - many articles reviewed spoke to school dropout and safety but not substance use at school.

Upon reviewing the literature, it was found that there is a gap in qualitative data and literature that accounts for the experiences of substances in areas such as Ocean View from young people's perspectives. This gap suggests that young people's lived experiences and individual perceptions of their lives in the community are not thoroughly represented in the current knowledge base. The perspective of community members such as the young people of Ocean View is essential if future intervention is to be done in Ocean View or similar settings that is effective, relevant and appropriate. Additionally, the lack of research available on the community of Ocean View led researchers to using data collected predominantly from a single HealthWise SA effective trial conducted in Mitchell's Plain. While Mitchell's Plain is an area similar to Ocean View in many ways - low socioeconomic and established under The Group Areas Act of 1950 - there are significant differences between the areas worthy of noting. One of these differences is in the configuration of racial groups in the area, with Ocean View presenting as significantly more homogenous than Mitchell's Plain in terms of race. This provides a limitation to the transferability of this study's findings to the context of Ocean View as while the experiences of those in Mithcell's Plain may be similar in many ways, it is important to acknowledge that each context is different and needs to be explored within its own right and in relation to concerns and phenomenon specific to the context and community.

In addition, publication bias is another limitation to this study. Publication bias is a term used by Card (2012) to describe the potential for studies that have not found significant effects or results to remain unpublished and therefore while these may have included relevant findings in relation to the topic of interest, these may not have emerged in the search strategies and therefore would not have been included in literature reviews. A review that does not consider an array of sources of information and knowledge such as these unpublished texts, may result in a sample of literature that does not represent the full extent of what has been found on the topic (Card, 2012). While the search strategies involved in this study included a number of various databases, this study may be limited in the sense that only published works have been included in the review. This was largely due to time constraints, however it is important to note that highlighting the lack of published literature on this topic was also an important reason for conducting this study

and has identified this gap that exists. Perhaps further research may be done to determine if there are unpublished works about this topic and if so, what are the reasons for them not having been published.

5.4 Recommendations

The findings and conclusions drawn from this study have led to the formulation of certain recommendations that may be used to guide future research aiming to contribute further to the body of knowledge currently available on this topic. The recommendations below begin to suggest the direction in which future research and intervention implementation can take, which has the potential to assist in alleviating the prevalence of substance use and associated effects on health and well-being of young people. The following recommendations are based on gaps noted within reviewed literature in an attempt to   begin establishing how, going forward, the young people in Ocean View can be best served.

There is an opportunity for the better establishment of education policy and curriculum. Making relevant changes will allow for the upskill and empowerment of the youth to make better informed choices around their leisure engagement. The school curriculum could allow for Life Orientation lessons to provide greater insight and learning to young people regarding substance use as well as opportunities for engagement in healthy leisure activities. A recommendation on this is to include aspects of the HealthWise SA curriculum as it looks at topics such as substance use and peer pressure, which according to the discussion is established as forms of risk taking in the life stage of adolescence (Weybright et al., 2015). Furthermore, incorporating physical exercise into the school curriculum could provide young people with an opportunity to not only engage in a sport but also to discover healthy alternative games or activities which they can replicate in their free time outside of the school environment.

An important direction for future research into this area of study relates to the need for in-depth, qualitative research into the lived experiences of substance use of young people in communities like Ocean View. While numerous studies reviewed speak to the frequency of use, qualitative

data detailing how young people feel regarding exposure to substances, perceptions of their engagement in risk behaviors and leisure occupations as well as narratives of how these experiences influence their identity formation is needed. Published sources such as Moses (2006) provide valuable insight into how young people of Ocean View interact with and on their environment, focusing on the human aspect of substance use, forefronting individual's as occupational beings. By gaining first-hand information and insight into young people's personal experiences will allow for future intervention to be more appropriately designed and implemented, ensuring maximum benefit to the young people themselves.

An additional recommendation, as mentioned in Chapter 4, *Exposure to Substances*, is that stakeholders, both internal and external, be involved in thorough and informative assessments of the community of Ocean View in order to better establish how best to implement change. As described in the findings, community members and young people living within Ocean View have past experiences of NGOs introducing programs in an attempt to facilitate change and promote community health without necessarily consulting those involved directly. In these instances, community members noted a disjunction between the services and resources needed and the services provided. More comprehensive and considerate assessment of the context alongside stakeholders and community members will enable more appropriate and effective implementation by stakeholders such as Living Hope and other NGOs. In addition to this, health professionals such as OTs may have a potential role in facilitation and conduct context-related assessments optimally. This role may be achieved through collaboration alongside organisations such as Living Hope. In order to achieve this recommendation, organisations such as Living Hope may consider working in partnership with The University of Cape Town, Division of Occupational Therapy, placing fourth year students within the community as a part of their community development practice experience and learning. This placement of OT students may provide an opportunity for young people who attend the programs at Living Hope to work in collaboration with the students in order to provide them with a platform to share their concerns and experiences of this issue. Direct access to young people of Ocean View will allow the students to establish their needs and provide relevant intervention that is suggested by the youth

of Ocean View, as they are the experts of their communities. This partnership has the potential to empower stakeholders to better enter and serve the community of Ocean View.

Lastly, while the current study's search strategies included all young people under the age of 18, most of the literature reviewed focused on adolescents between the ages of 13 and 18. There is therefore the opportunity for further research to focus on younger children and their exposure to substances. In addition to this, the literature reviewed within the current study made limited mention of neurodevelopmental and cognitive effects that childhood exposure to and use of substances has on brain function. While the effects of substance use is better established in adult populations, the impact that childhood substance use has on the development of the brain, neuroplasticity as well as on later function as an adult is an area in which further research is necessary. Research into this area may be able to better establish how childhood substance use changes and influences patterns of development and what these influences have on a young person's ability to integrate into their community, engage in meaningful occupations and achieve health and well-being within their life.

5.5 Conclusion

Throughout the current study, a narrative of adolescent exposure to substances and the influence that this exposure has on their leisure occupations within Ocean View has been established. From the synthesis and review process, the current study found that childhood exposure to substances, in particular exposure to substance use, has a significant impact on young people's ability to engage in healthy leisure occupations that promote development and identity formation. This finding highlights the significant influence that exposure to substances has on a young person's ability to engage within their community and achieve mental, physical and social health and well-being.

Following the revision of the research design from a qualitative descriptive study to a narrative literature review, the current study's aim and review question centred around the assumed influence of exposure to substances on young people's participation in leisure occupations. While

this review question is relevant to the context of Ocean View and the prevalence of substances in the area, the assumptive nature of the questions lends itself to be critiqued. Throughout the study, literature reviewed referenced the possibility of substance use and the engagement in risk behaviors constituting leisure occupations for some young people, with participation in substance use potentially bringing meaning, purpose and a sense of enjoyment. This suggested finding challenges the assumption established in the current study's review question, inferencing that substance use exists as an occupation outside the performance area of leisure. This assumption and the concept of substance use as a leisure occupation may be important to consider in future research.

While, initially, it was hoped that this aim could be achieved through informal interviews with young people from the community, the research design required revision following concerns regarding access to Ocean View. Some of these concerns also related to community, stakeholders, members and potential participants expressing an unwillingness to associate with the study and engage in the interview process due to the sensitivity of the research topic as well as due to the community's previous negative experiences with researchers. This hesitancy and resistance from the community of Ocean View to participate in research focused on substances, specifically children's substance exposure, has weight in terms of indicating how sensitive a topic it is as well as, potentially, indicating the extent to which substance use is a concern to the people of Ocean View. The resistance exhibited by the community of Ocean View and the worsening phenomenon of childhood substance use highlights the need for further investment into the community and investigation into how research can be done in the future in a manner that promotes human dignity, social justice and community upliftment.

In addition to this, it is hoped that the narrative developed in the current study may be used to assist organisations such as Living Hope to provide efficient, appropriate and meaningful intervention or support for young people in the area. Stakeholders existing within Ocean View, such as Living Hope, as well as external stakeholders that have invested interest in developing and uplifting the community, have the potential to work alongside community members and

young people of Ocean View, developing strategies and solutions to current concerns that are appropriate and meet the needs of the people. This input from stakeholders paired with the prioritisation of the community's self-identified needs and potential solutions may be an effective and sustainable way of promoting health and well-being.

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Appendices

Appendix A: Ethics Approval Letter

UNIVERSITY OF CAPE TOWN

Faculty of Health Sciences

Human Research Ethics Committee

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Observatory 7925
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Website: www.health.uct.ac.za/fhs/research/humanethics/forms

14 May 2019

HREC REF: 2018/0822

Ms Sophia-L Allie
Occupational Therapy
Health and Rehab

Dear Ms Allie

PROJECT TITLE: CHILDREN AND YOUNG PEOPLE'S EXPOSURE TO SUBSTANCE USE IN OCEAN VIEW

Thank you for submitting your response dated 6th May 2019 to the Faculty of Health Sciences Human Research Ethics Committee (HREC) for review.

It is a pleasure to inform you that the HREC has **formally approved** the above-mentioned study.

Approval is granted for one year until the 30 May 2020.

Please submit a progress form, using the standardised Annual Report Form if the study continues beyond the approval period. Please submit a Standard Closure form if the study is completed within the approval period.
(Forms can be found on our website: www.health.uct.ac.za/fhs/research/humanethics/forms)

Please quote the HREC REF number in all your correspondence.

Please note that the ongoing ethical conduct of the study remains the responsibility of the principal investigator.

Please note that for all studies approved by the HREC, the principal investigator **must** obtain appropriate institutional approval, where necessary, before the research may occur.

Yours sincerely

PROFESSOR M BLOCKMAN
CHAIRPERSON, FHS HUMAN RESEARCH ETHICS COMMITTEE
Federal Wide Assurance Number: FWA00001637.
Institutional Review Board (IRB) number: IRB00001938
This serves to confirm that the University of Cape Town Human Research Ethics Committee complies to the Ethics Standards for Clinical Research with a new drug in patients, based on the Medical Research Council (MRC-SA), Food and Drug Administration (FDA-USA), International Convention on Harmonisation Good Clinical Practice (ICH GCP), South African Good Clinical Practice Guidelines (DoH

HREC 2018/0822

2006), based on the Association of the British Pharmaceutical Industry Guidelines (ABPI), and Declaration of Helsinki (2013) guidelines.
The Human Research Ethics Committee granting this approval is in compliance with the ICH Harmonised Tripartite Guidelines E6: Note for Guidance on Good Clinical Practice (CPMP/ICH/135/95) and FDA Code Federal Regulation Part 50, 56 and 312.

Appendix B: Permission letter from WCDoE to conduct research

Western Cape Government
Education

Directorate: Research

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Ms Ashleigh Fagan, Imrah Isaacs, Thaakirah Ismail, Brittany Watkins-Baker, Caitlin Stott, Stacey Jacobs
F45 Old Main Building, Groote Schuur Hospital
UCT
Observatory
7925

Dear Ms Ashleigh Fagan, Imrah Isaacs, Thaakirah Ismail, Brittany Watkins-Baker, Caitlin Stott, Stacey Jacobs

RESEARCH PROPOSAL: YOUNG PEOPLE'S EXPOSURE TO SUBSTANCE USE IN OCEAN VIEW

Your application to conduct the above-mentioned research in schools in the Western Cape has been approved subject to the following conditions:
1. Principals, educators and learners are under no obligation to assist you in your investigation.
2. Principals, educators, learners and schools should not be identifiable in any way from the results of the investigation.
3. You make all the arrangements concerning your investigation.
4. Educators' programmes are not to be interrupted.
5. The Study is to be conducted from **29 July 2019 till 06 September 2019.**
6. No research can be conducted during the fourth term as schools are preparing and finalizing syllabi for examinations (October to December).
7. Should you wish to extend the period of your survey, please contact Dr A.T Wyngaard at the contact numbers above quoting the reference number?
8. A photocopy of this letter is submitted to the principal where the intended research is to be conducted.
9. Your research will be limited to the list of schools as forwarded to the Western Cape Education Department.
10. A brief summary of the content, findings and recommendations is provided to the Director: Research Services.
11. The Department receives a copy of the completed report/dissertation/thesis addressed to:
    The Director: Research Services
    Western Cape Education Department
    Private Bag X9114
    CAPE TOWN
    8000

We wish you success in your research.

Kind regards.
Signed: Dr Audrey T Wyngaard
Directorate: Research
DATE: 06 June 2019

Lower Parliament Street, Cape Town, 8001   Private Bag X9114, Cape Town, 8000
tel: +27 21 467 9272   fax: 0865902282   Employment and salary enquiries: 0861 92 33 22
Safe Schools: 0800 45 46 47   www.westerncape.gov.za

Appendix C: Search Strategies

In this appendix we show how various search terms were used:

On Primo and followed through on Google Scholar

The search terms used for search 1:

Free time OR leisure OR recreation* OR sport*

AND

Substance OR drug OR alcohol

AND

Use OR abuse OR exposure OR influence*

AND

youth OR teen* OR young people OR adolesc* OR young adult*

AND

Occupational therapy

AND

"Ocean View" OR "Cape Town"

AND

Force removals OR forced migration OR group areas

On Primo

Search terms used for search 2:

Ocean View

AND

Cape town OR south Africa OR western cape

AND

youth or adolesc* or young people or teen or young adults

On Primo

<u>Search terms used in search 3:</u>

forced removals

AND

Cape Town OR Simon's Town OR Simonstown

On Primo

<u>Search terms used in search 4:</u>

Forced removals OR group areas OR forced migration

AND

Cape Town OR Simon's Town OR Simonstown

AND

Impact OR effect* OR consequences

Searches Re-run on EBSCOHost

<u>Search terms used in search 5:</u>

Free time OR leisure OR recreation* OR sport*

AND

Substance OR drug OR alcohol use OR abuse

AND

Forced removals OR group areas OR forced migration

AND

youth or adolesc* or young people or teen* or young adults

Appendix D: Primary Review Table

Articles and Literature Synthesized

Search Terms & Database	Reference	Themes/topics/Summary	Include/Exclude (and why if excluded) - ABSTRACT	Include/ Exclude - FULL-TEXT
Primo Free time OR leisure OR recreation* OR sport* AND Substance OR drug OR alcohol And Use OR abuse OR exposure OR influence* AND youth OR teen* OR young people OR adolesc* OR young adult*	Weybright, E., Caldwell, L., Ram, N., Smith, E., & Wegner, L. (2016). Trajectories of adolescent substance use development and the influence of healthy leisure: A growth mixture modeling approach.(Report). *Journal of Adolescence, 49*, 158–169. https://doi.org/10.1016/j.adolescence.2016.03.012	- Identifies trajectories up substance use in high school students - Links to experiences of leisure and how these experience protect against the use of substances SUBSTANCES	Reviewer 1: *Maybe - deals with unspecified South African sample* Reviewer 2: *Maybe- it deals with the relationship between substance use and leisure which is important to the study. Can always exclude later on.*	*Include : Mitchell's Plain, Cape Town & substances*
	Wegner, L. (1998). *The relationship between leisure boredom and substance use amongst high school students in Cape Town* (Doctoral dissertation, University of Cape Town).	- Relationship between leisure boredom and substance use in adolescents attending highschool in Cape Town - Alcohol, cigarette and cannabis - Showed no significant association between leisure boredom and substance use when controlling for demographic variables - Recommendations of leisure boredom programmes in highschools - Role of OTs SUBSTANCES	Reviewer 1: *Include* Reviewer 2: *Include: but does not mention the type of school in terms of socioeconomic status of the community.*	*Include*

	Wegner, L., Flisher, A. J., Muller, M., & Lombard, C. (2006). Leisure boredom and substance use among high school students in South Africa. *Journal of Leisure Research*, *38*(2), 249-266.	- Explore the relationship between leisure boredom, substance use and demographic variables - Findings show no significant association between leisure boredom and substance use but did find association with socio-economic status. - Findings imply a need for leisure education programs for adolescents that are socio-economically appropriate SUBSTANCES	Reviewer 1: *Include* Reviewer 2: *Include: although there was no significant association in their findings, the aim speaks to the inclusion criteria*	*Include*
Google Scholar	Sharp, E. H., Coffman, D. L., Caldwell, L. L., Smith, E. A., Wegner, L., Vergnani, T., & Mathews, C. (2011). Predicting substance use behavior among South African adolescents: The role of leisure experiences across time. *International journal of behavioral development*, *35*(4), 343-351.	- Describes developmental trends of different leisure experiences and substance use (cigarettes, alcohol and marijuana) - Predict how changes in leisure predict changes in substance use behaviour - Findings show that substance use increased significantly across adolescence but leisure experiences remained stable. SUBSTANCES	Reviewer 1: *Include* Reviewer 2: *Include*	*Include*

	Caldwell, L. L., Patrick, M. E., Smith, E. A., Palen, L. A., & Wegner, L. (2010). Influencing adolescent leisure motivation: intervention effects of health wise South Africa. *Journal of Leisure Research*, *42*(2), 203-220.	- Identifies motivation for leisure aimed at decreasing risk behaviour and promoting health behaviour. - Looks at leisure motivation among adolescents in SA and using the findings as a mediator for programme effects - Motivation related to leisure as a result of engaging in the HealthWise curriculum	Reviewer 1: *yes- as it speaks to leisure motivation aspects* Reviewer 2: *Yes - no exclusion criteria present*	*Include*
	Miller, J. A., Caldwell, L. L., Weybright, E. H., Smith, E. A., Vergnani, T., & Wegner, L. (2014). Was Bob Seger right? Relation between boredom in leisure and [risky] sex. *Leisure sciences*, *36*(1), 52-67.	- Looks at leisure boredom related to risky sexual behaviour in adolescents - Higher boredom predicted to result in more risky sexual behaviour - NOT related to substance use	Reviewer 1: *Maybe - unspecified South African sample* Reviewer 2: *Maybe- looks at leisure related to sexual behaviour and substance use is not included which is an inclusion criteria.*	*Include*
	Hendricks, G., Savahl, S., & Florence, M. (2015). Adolescent peer pressure, leisure boredom, and substance use in low-income Cape Town communities. *Social Behavior and Personality: an international journal*, *43*(1), 99-109.	- Looks at peer pressure as well as leisure boredom and the influence that they have on substance use amongst Cape Town adolescents in low-income communities - Identifies peer pressure as strongest predictor for substance use	Reviewer 1 : *Include - no exclusion criteria present* Reviewer 2: *include*	*Include*
	Lentoor (substance use treatment and prevention policy 2017)		*Struggling to locate*	

100

	Wegner, L. (2011). Through the lens of a peer: understanding leisure boredom and risk behaviour in adolescence. *South African Journal of Occupational Therapy*, *41*(1), 19-23.	- Relationship between leisure boredom and risky behaviour amongst adolescents in low-socioeconomic communities - Qualitative study - Occupational deprivation and imbalance - NO direct link to substance use in abstract	Reviewer 1 *Maybe - unspecified South African sample* Reviewer 2: *Maybe- substance use not mention but it may be defined in risky behaviour in the article. Also it makes mention that it is a low socioeconomic community but not where in South Africa.*	*Include - Low-socio-economic Cape Town community & substances*
	Weybright, E. H., Caldwell, L. L., Ram, N., Smith, E., & Jacobs, J. (2014). The dynamic association between healthy leisure and substance use in South African adolescents: a state and trait perspective. *World leisure journal*, *56*(2), 99-109	- Looks at the increasing rate of substance use, lack of leisure opportunities and resources - How does leisure relate to substance use and ecological influences - High-risk communities examines the relationship between state and trait healthy leisure and substance use - Promotes leisure-based interventions	Reviewer 1: *Maybe - unspecified South African sample* Reviewer 2: *Maybe: because although not specified to be researched in western cape, it does specify the data being obtained in a high-risk context.*	*Include - Mitchell's Plain*
● *Can't access full article*	Weybright, E. H., Caldwell, L. L., & Weaver, R. H. (2019). Preventing leisure from being overlooked: Intersecting leisure and prevention sciences. *Journal of Leisure Research*, 1-19. .	- Looks at prevention science perspective and how it can be used to hone an agenda focused on leisure, health and well-being - Evolution of leisure - 6 recommendations to more effectively understand and promote health	Reviewer 1: *Maybe - super vague abstract* Reviewer 2: *Maybe: does not meet exclusion criteria.*	

	Weybright, E. H., Caldwell, L. L., Ram, N., Smith, E. A., & Wegner, L. (2015). Boredom prone or nothing to do? Distinguishing between state and trait leisure boredom and its association with substance use in South African adolescents. *Leisure sciences*, *37*(4), 311-331.	- Looks at detangling trait and state leisure boredom with substance use - Higher boredom trait used more substances	Reviewer 1: *Maybe - unspecified South African sample* Reviewer 2: *Maybe: does not make specific mention of socioeconomic influence.*	*Include - Mitchell's Plain*
	Weybright, E. H., Son, J. S., & Caldwell, L. L. (2019). "To have healthy leisure is to have balance": Young adults' conceptualization of healthy and unhealthy leisure. *Journal of Leisure Research*, *50*(3), 239-259.		Reviewer 1: *Exclude - Over 18 and from America* Reviewer 2: *exclude - as mentioned above.*	*Exclude*
	Peltzer, K. (2010). Leisure time physical activity and sedentary behavior and substance use among in-school adolescents in eight African countries. *International journal of behavioral medicine*, *17*(4), 271-278.		Reviewer 3: *Exclude - Not in South Africa* Reviewer 4: *exclude*	*Exclude*
	Tibbits, M. K., Caldwell, L. L., Smith, E. A., & Wegner, L. (2009). The relation between profiles of leisure activity participation and substance use among South African youth. *World leisure journal*, *51*(3), 150-159.	- Investigates the association between leisure activity and substance use amongst 8th graders - Different male and female categorizations of leisure - Focus on alcohol, tobacco and marijuana use - Significant association between leisure profiles and substance use found	Reviewer 3: *Maybe - unspecified Colored South African sample* Reviewer 4: *maybe : article study population include 8th grade colored south africans*	*Include - low-income Cape Town communities*

	Palen, L. A., Patrick, M. E., Gleeson, S. L., Caldwell, L. L., Smith, E. A., Wegner, L., & Flisher, A. J. (2010). Leisure constraints for adolescents in Cape Town, South Africa: A qualitative study. *Leisure Sciences*, *32*(5), 434-452.	- Looks at leisure constraints, constraint negotiation strategies and their frequencies amongst high school students in Cape Town (low-income area) - Used focus groups - Identified intrapersonal, interpersonal, structural and sociocultural constraints to leisure participation - NOT related to substance use	Reviewer 3: *Include* Reviewer 4: *Include- does not speak to substance use but it may be part of one of the constraints*	*Include*
	Ruiz-Juan, F., de la Cruz-Sánchez, E., & García-Montes, M. E. (2009). Motives for playing sports and its relationship with tobacco and alcohol consumption in a sample of Spanish students. Salud pública de México, 51(6), 496-504.		Reviewer 3: *Exclude: outside of South Africa based on spanish* Reviewer 4: *Exclude - outside of SA*	*Exclude*
	Goslin, A. (2002). Challenges for sport-for-all under the socio-economic conditions of South Africa. African Journal for Physical Activity and Health Sciences, 8(1), 161-175.		*In library open shelves* *Cannot locate*	*Exclude*
	Prieto-Damm, B., Pedro, A., Lopez-del Burgo, C., Calatrava, M., Osorio, A., Albertos, A., & de Irala, J. (2019). Leisure activities and alcohol consumption among adolescents from Peru and El Salvador. Drug and alcohol dependence, 199, 27-34.		Reviewer 3: *Exclude outside of South Africa.* Reviewer 4: *Exclude - outside SA*	*Exclude*

As above	Palen, L. A., Caldwell, L. L., Smith, E. A., Gleeson, S. L., & Patrick, M. E. (2011). A mixed-method analysis of free-time involvement and motivation among adolescents in Cape Town, South Africa. Leisure/Loisir, 35(3), 227-252.	*Examines free time use amongst coloured in Cape Town, SA and their motivation to engage in these activities.* *Key words adolescence, SA, free time activities(leisure) & motivation*	Reviewer 3 : *Include: particular reference to young people's engagement in leisure in Cape Town* *?not clear about socioeconomic status of participants* Reviewer 4: *Include: Adolescence & leisure* *In cape town*	*Include - Mitchell's Plain, substance use mentioned three times*
Primo Ocean View AND Cape town OR south Africa OR western cape AND AND youth or adolesc* or young people or teen or young adults	Moses, S. (2006). The Impact of Neighbourhood-Level Factors on Children's Everyday Lives, Well-Being and Identity: A Qualitative Study of Children Living in Ocean View, Cape Town. *Social Dynamics*, *32*(1), 102–134. https://doi.org/ 10.1080/02533950608628721	explores the ways in which neighbourhood and community spaces of Ocean View impact on the lives of children living there. Looks at how Ocean View's socio-political history impacts children. NO substance use	Reviewer 3: *Include - specific to Ocean View, relevant community dynamics and the influences this has on children* Reviewer 4: *Include: its based on Ocean view an the way in which the environmen impacts what the children aged 6 to 18 do and how they deal with whats happening in environment.*	*Include - substance use mentioned*
As above	Hart, C. (1976). Voluntary association: soccer in a Cape Peninsula coloured township : a study of the role of football clubs in channelling socialization patterns in Ocean View township, Kommetjie . s.n.}, {S.l. thesis		*Could not find, unclear how to access*	
As above	Maralack, D., & Kriel, A. (1984). Area study of Cape Town : a streetless wasteland : a preliminary report on Ocean View . Cape Town: [SALDRU, University of Cape Town]. In African Studies Library		*In African Studies library*	

Primo forced removals AND Cape Town OR Simon's Town OR Simonstown	Thomas, A. (2001). Twenty-five Years Later: The Forced Removals of the Coloured People from Simon's Town: An Interview with William Kindo. _African Studies_, _60_(1), 25–37. https://doi.org/10.1080/00020180120063692	Interview with residents who were forcibly removed from SImons town, gives history of Ocean View. Author himself was moved to Ocean View Transcript of interview	Reviewer 3: _Exclude *** use for background to study gives better understanding of Ocean View and can get a better idea on the members and what they have experienced._ Reviewer 4: _Exclude: speaks to Simon's Town and historical removals, not to the current experiences in Ocean View. Age of participants not clear but assumed to be of older generation_	_Exclude_
As above	Trotter, H. (2006). _Trauma and memory : the impact of apartheid-era forced removals on Coloured identity in Cape Town_ (pp. 49-78). Cape Town: S.I. : s.n. Retrieved from https://www.sahistory.org.za/sites/default/files/archive-files/trauma_and_memory_by_henry_trotter.pdf		Reviewer 3: _Exclude - but use in background to study_ Reviewer 4: _Exclude_	
As above	Field, S. (2001). _Lost communities, living memories : remembering forced removals in Cape Town_ . Cape Town: David Philip.	In main lib for loan	Reviewer 5: _Exclude - use for background to study_ Reviewer 6: _Exclude_	
PRIMO Forced removals OR group areas OR forced migration AND Cape Town OR Simon's Town OR Simonstown AND Impact OR effect* OR consequences	Maharaj, B. (1994). The group areas act and community destruction in South Africa. _Urban Forum_, _5_(2), 1–25. https://doi.org/10.1007/BF03036683	About segregation	Reviewer 5: _Exclude - but use for background to study_ Reviewer 6: _Exclude: cannot access full article_	_Exclude_
As above	_We lost our land and peace of mind : the effects of the Group Areas Act on Simonstown._ (1900).BA 307.2105 JUS		Use for background to study Reviewer 5 _Exclude_ Reviewer 6 _Exclude_	_Exclude_

As above	Pinnock, D. (1984). *Breaking the web : economic consequences of the destruction of extended families by Group areas relocations in Cape Town* . Cape Town: {SALDRU, Univ. of Cape Town}. Afican Studies Library		Use for background to study Reviewer 5 *Exclude* Reviewer 6 *Exclude*	*Exclude*
As above	*Group areas : with particular reference to the Western Cape : legislation, implementation and impact* . (1983). Rondebosch {South Africa}: Centre for Intergroup Studies.	Main Library 342.08730968 GROU	Use for background to study Reviewer 5 *Exclude* Reviewer 6 *Exclude*	*Exclude*
EbscoHost *Free time OR leisure OR recreation* OR sport** *Substance OR drug OR alcohol* *Use OR abuse* *Forced removals OR group areas OR forced migration* *youth or adolesc* or young people or teen* or young adults* *Database: Health Source: Nursing/Academic edition*	Backett-Milburn, K., Wilson, S.,Bancroft, A., & Cunningham-Burley, S. (2008). Challenging Childhoods: Young People's Accounts of "Getting By" in Families with Substance Use Problems. *Childhood: A Global Journal of Child Research, 15*(4), 461-479. Retrieved from http://ezproxy.uct.ac.za/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=eric&AN=EJ821744&site=ehost-live http://dx.doi.org/10.1177/0907568208097202 Backett-Milburn, K., Wilson, S., Bancroft, A., & Cunningham-Burley, S. (2008). Challenging Childhoods: Young Peoples Accounts of "Getting By" in Families with Substance Use Problems. *Childhood: A Global Journal Of Child Research, 15*(4), 461-479. doi: 10.1177/0907568208097202	- Experiences of children growing up in families where they are exposed to substance use problems - Explores their accounts of their daily occupations at home, school and leisure - Children's resilience	Reviewer 5 *Exclude* Reviewer 6: *Exclude* *- situated in the UK*	*Exclude*

Database: ERIC	Caldwell, L. L., Smith, E. A., Collins, L. M., Graham, J. W., Lai, M., Wegner, L., . . . Jacobs, J. (2012). Translational Research in South Africa: Evaluating Implementation Quality Using a Factorial Design. *Child Youth Care Forum, 41*(2), 119-136. Retrieved from http://ezproxy.uct.ac.za/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=eric&AN=EJ959331&site=ehost-live http://dx.doi.org/10.1007/s10566-011-9164-4 Caldwell, L. L., Smith, E. A., Collins, L. M., Graham, J. W., Lai, M., Wegner, L., . . . Jacobs, J. (2012). Translational Research in South Africa: Evaluating Implementation Quality Using a Factorial Design. *Child Youth Care Forum, 41*(2), 119 - 136. doi:10.1007/s10566-011-91644	- Focus on a healthwise programme being implemented at schools for teachers such as enhanced teacher training, teacher support, structure and supervision and enhanced school environment	Reviewer 5: *Maybe* *- article does not provide information needed* Reviewer 6: *Maybe:* *- healthwise programme (substance use and sexual risk prevention) for school teachers*	*Exclude - focus on implementation of programme, specifically linked to how the programme will be taught within the LO curriculum*
Database: ERIC	Calloway, J. (1995). Making the Connection between Leisure and At-Risk Youth in Today's Society. In. Calloway, J. (1995). Making the Connection between Leisure and At-Risk Youth in Today's Society. *ERIC, 4,* 75 - 85.		Reviewer 5 : *Exclude* *- research conducted in the US* Reviewer 6: *Exclude - study done in US*	*Exclude*
Database: Africa Wide Information	De Jongh, J. (1997). Leisure boredom and substance use amongst South African adolescents: is there a link? https://web-b-ebscohost-com.ezproxy.uct.ac.za/ehost/detail/detail?vid=3&sid=5976a17a-69f2-4a9a-b531-d877edd78aaa%40pdc-v-sessmgr04&bdata=JnNpdGU9ZWhvc3QtbGl2ZQ%3d%3d#AN=NX073165&db=awn	Leisure boredom and substance use in adolescents attending high school in Cape Town. Specific mention of alcohol use, tobacco use and cannabis use. Role of OT in creating adequate leisure resources for disadvantaged communities in Cape Town.	Reviewer 5 *Include - but cannot access full text at this stage ?Socioeconomic status not clear* Reviewer 6 *include - problems locating full article*	

Database: ERIC	Kelly, K. J., Comello, M. L. G., & Edwards, R. W. (2004). Attitudes of Rural Middle-School Youth toward Alcohol, Tobacco, Drugs, and Violence. *Rural Educator, 25*(3), 19-24. Retrieved from http://ezproxy.uct.ac.za/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=eric&AN=EJ783815&site=ehost-live Kelly, K. J., Comello, M. L. G., & Edwards, R. W. (2004). Attitudes of Rural Middle-School Youth toward Alcohol, Tobacco, Drugs, and Violence. *Rural Educator, 25*(3), 19 - 24.	- Focus groups in small communities as formative research for campaigns against alcohol, tobacco , drugs, and violence - Peer relations and influence to engage - Parental influence on engagement	Reviewer 5: *Exclude* *- research not conducted in WC* Reviewer 6: *Exclude - research done with Hispanic youth*	*Exclude*
	Palen, L.-A. (2009). *Free-time activities and substance use among adolescents in Cape Town, South Africa.* (69). ProQuest Information & Learning, Retrieved from http://ezproxy.uct.ac.za/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=psyh&AN=2009-99100-167&site=ehost-live Available from EBSCOhost psyh database.	- Looks at leisure activities that the youth engages in - Patterns of regular smoking	Reviewer 5: *Maybe* *- can't access full text?* *- speaks to leisure activities and Cape Town area not specified* Reviewer 6: *Maybe* *- could only access abstract at this point in the research*	
Database: MEDLINE	Patrick, M. E., Collins, L. M., Smith, E., Caldwell, L., Flisher, A., & Wegner, L. (2009). A Prospective Longitudinal Model of Substance Use Onset Among South African Adolescents. *Substance Use and Misuse, 44*(5), 647-662. doi: 10.1080/10826080902810244 Patrick, M. E., Collins, L. M., Smith, E., Caldwell, L., Flisher, A., & Wegner, L. (2009). A Prospective Longitudinal Model of Substance Use Onset Among South African Adolescents. *Substance Use and Misuse, 44*(5), 647 - 662. doi:10.1080/1082608090281044	- Pattern of onset was similar across genders, adolescents first tried either alcohol or cigarettes, followed by both, dagga and then inhalants	Reviewer 5: *Maybe:* *- study was done in an urban area in Cape Town, SA.* Reviewer 6: *Maybe* *- unspecified context*	*Include* *- context described as low socio-economic*

| (google scholar) | Pendorf, J. E. (1992). Leisure Time Use and Academic Correlates of Alcohol Abuse among High School Students. *Journal of Alcohol and Drug Education, 37*(2), 103-110. Retrieved from http://ezproxy.uct.ac.za/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=eric&AN=EJ448181&site=ehost-live

Pendorf, J. E. (1992). Leisure Time Use and Academic Correlates of Alcohol Abuse among High School Students. *Journal of Alcohol and Drug Education, 37*(2), 103 - 110. | - Alcohol use in relation to leisure time use and attitude towards school climate*A* | Reviewer 5: *Exclude* *- research not conducted in WC*

Reviewer 6: *Exclude* | *Exclude* |
| *Database: ASP* | Thorlindsson, T., & Bernburg, J. G. (2006). Peer Groups and Substance Use: Examining the Direct and Interactive Effect of Leisure Activity. *Adolescence (San Diego): an international quarterly devoted to the physiological, psychological, psychiatric, sociological, and educational aspects of the second decade of human life, 41*(162), 321-339. Retrieved from http://ezproxy.uct.ac.za/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=eric&AN=EJ760950&site=ehost-live

Thorlindsson, T., & Bernburg, J. G. (2006). Peer Groups and Substance Use: Examining the Direct and Interactive Effect of Leisure Activity. *Adolescence, 41*(162), 321 - 339. | - Alcohol and substance use varies significantly across three leisure patterns | Reviewer 5: *Exclude* *- study done with Icelandic adolescents*

Reviewer 6: *Exclude* | *Exclude* |

Database: MEDLINE	Tibbits, M. K., Smith, E. A., Caldwell, L. L., & Flisher, A. J. (2011). Impact of HealthWise South Africa on Polydrug Use and High-Risk Sexual Behavior. *Health Education Research, 26*(4), 653-663. Retrieved from http://ezproxy.uct.ac.za/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=eric&AN=EJ932825&site=ehost-live http://dx.doi.org/10.1093/her/cyr024 Tibbits, M. K., Smith, E. A., Caldwell, L. L., & Flisher, A. J. (2011). Impact of HealthWise South Africa on Polydrug Use and High-Risk Sexual Behavior. *Health Education Research, 26*(4), 653 - 663. doi: 10.1093/her/cyr024	- Healthwise programme for HIV and substance use and sexual risk behaviour	Reviewer 5: *Maybe* - *speaks to HW as a programme* Reviewer 6: *Maybe* - *speaks to HIV and substance use (poly drug use) + sexual risk behaviour*	*Include* - *reference made to substance and the frequency of use*
Database: MEDLINE	TrangensteinPamela, J., Morojele, N. K., Lombard, C., Jernigan, D. H., & Parry, C. D. H. (2018). Heavy drinking and contextual risk factors among adults in South Africa: findings from the International Alcohol Control study. *Substance Abuse Treatment, Prevention, and Policy, 13*(1), 43-43. Retrieved from http://ezproxy.uct.ac.za/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=awn&AN=30518429&site=ehost-live Transgenstein, P. J., Morojele, N. K., Lombard, C., Jernigan, D. H., & Parry, C. D. H. (2018). Heavy drinking and contextual risk factors among adults in South Africa: findings from the International Alcohol Control study. *Substance Abuse Treatment, Prevention, and Policy, 13*(1), 1 - 11.		Reviewer 5: *Exclude* - *largely focussed on adults, situated outside of WC* Reviewer 6: *Exclude - Study situated outside the WC*	*Exclude*
	Wegner, L., & Fisher, A. (1999). A description of a project to investigate leisure boredom and substance use among high school students in Cape Town. In (Vol. 2, pp. 78-80).	*Not available*		

| Database: Google Scholar | Weybright, E. H., Caldwell, L. L., Xie, H., Wegner, L., & Smith, E. A. (2017). Predicting Secondary School Dropout among South African Adolescents: A Survival Analysis Approach. *South African Journal of Education, 37*(2). Retrieved from http://ezproxy.uct.ac.za/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=eric&AN=EJ1144002&site=ehost-live | - *Link between school dropout and substance use*
- *Link between home circumstances, substance use and engagement in leisure on dropout rate* | Reviewer 5:
Maybe - substance use in SA, context not specified

Reviewer 6:
Maybe | *Include*
- substance use in mitchells plain and talks to leisure |
| | Weybright, E. H., Caldwell, L. L.,
Xie, H., Wegner, L., & Smith E. A.
(2017). Predicting Secondary School Dropout among South African Adolescents: A survival
Analysis Approach. *South African Journal of Education, 37*(2), 1 - 11. doi: 10.15700/saje.v37n2a1353 | | | |

Appendix E: Example of Individual Review Table

Appendix F: Collated Review Table

Appendix G: Example of a Pair Review Table

Appendix H: Theme Tables